

Coordinating Board for Higher Education

Agenda of Meeting

**9:45 AM
Thursday
February 19, 2004**

**Room 492
Truman State Office Building
Jefferson City**

**Directions to Hampton Inn
4800 Country Club Drive
573.634.7440
Joint meeting of CBHE/COPHE/MCCA
Wednesday, February 18, 2004
2:00 PM – 4:00 PM**

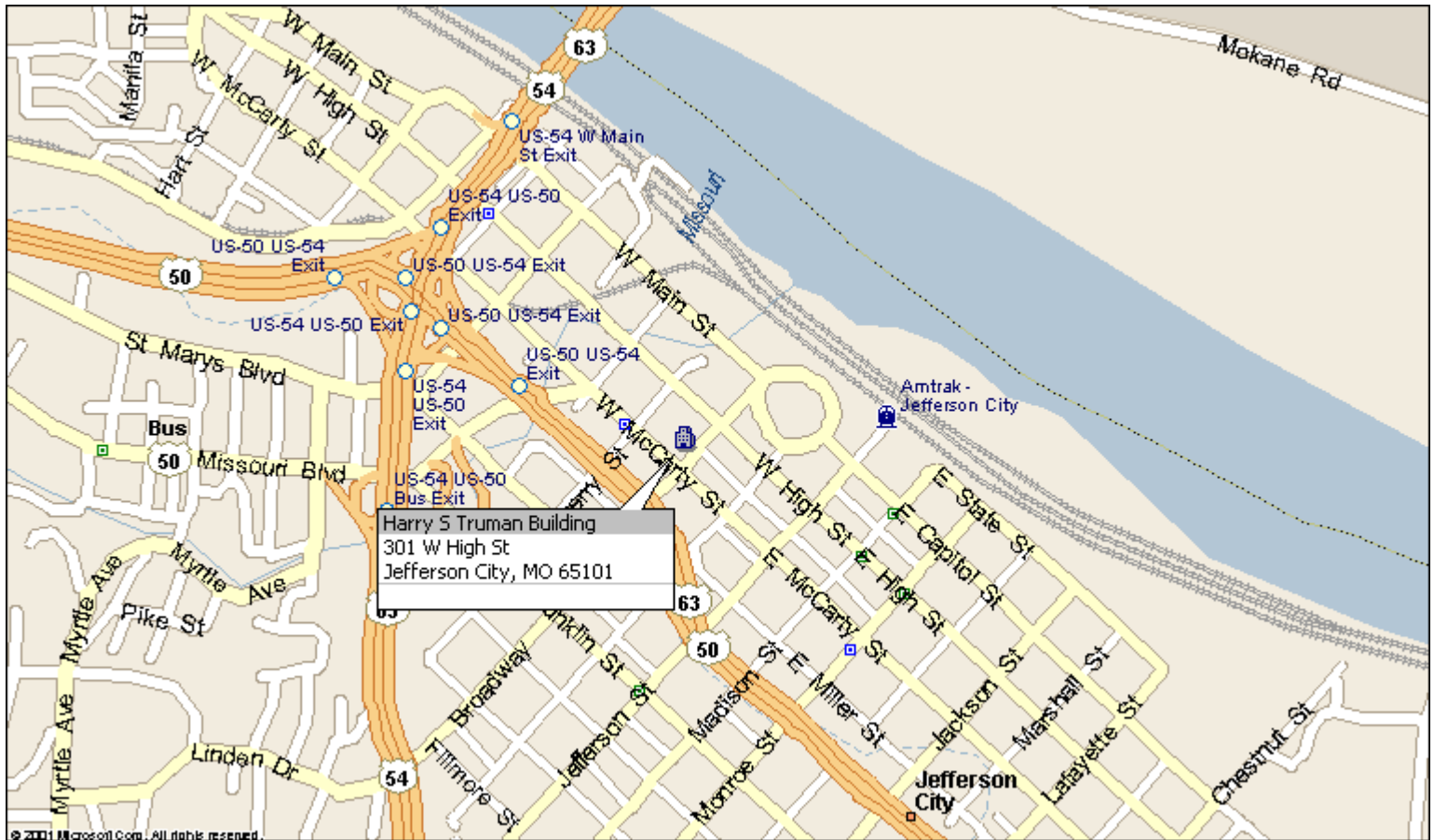
From US Hwy 63 N heading south and US Hwy 54 heading south:

- Take US Hwy 50 West towards Sedalia, exit at Apache Flats Exit
- Turn right on Country Club Drive and the hotel is on the left

From US Hwy 50 heading east:

- Take the exit for S. Country Club Drive, turn right at the stop light
- Turn left at the second stop light onto Country Club Drive
- Follow the road 3/4 mile and the hotel is on the right.

Truman Building Map



Visitor Parking Lots are available around the Truman State Office Building. Many lots are metered. Some lots to try are Lot 9, at the corner of Missouri Blvd. and High Street; Lot 11, on High Street behind St. Peters Church, across from the Truman Bldg.; and Lot 12, Missouri Blvd. at W. Main Street.

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COORDINATING BOARD FOR HIGHER EDUCATION

Sandra D. Kauffman, Chair, Kansas City

Marie Carmichael, Vice Chair, Springfield

Mary Joan Wood, Secretary, Cairo

John F. Bass, St. Louis

Diana Bourisaw, St. Louis

Dudley R. Grove, St. Louis

Lowell C. Kruse, St. Joseph

Robert L. Langdon, Lexington

Kathryn F. Swan, Cape Girardeau

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Thursday
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Jefferson City

**Coordinating Board for Higher Education
Schedule of Events
Jefferson City
February 18 and 19, 2004**

Wednesday, February 18

- | | |
|--------------------|---|
| 11:30 AM – 2:00 PM | Work session and lunch for CBHE members
Regarding Governance Issues
Special Guest: Dr. Paul Lingenfelter, Executive Director
State Higher Education Executive Officers
First Floor Conference Room, DHE Offices |
| 2:00 PM – 4:00 PM | Joint Work Session CBHE/MCCA/COPHE
Governance Issues
Facilitated by: Mr. Bill Bott, Missouri Results Initiative
Hampton Inn Conference Room
4800 Country Club Drive |
| 6:00 PM – 6:30 PM | CBHE Reception with MOHELA Board of Directors |
| 6:30 PM | CBHE Dinner with MOHELA Board of Directors |
| 7:30 PM | Update on MDHE/MOHELA Initiatives |

Thursday, February 19

- | | |
|--------------------|---|
| 7:45 AM | Transportation to Truman State Office Building |
| 8:30 AM – 9:30 AM | CBHE Presidential Advisory Committee Meeting
Room 490, Truman State Office Building |
| 9:45 AM – 11:45 AM | CBHE Meeting
Room 492, Truman State Office Building |
| 12:00 PM – 2:00 PM | CBHE Working lunch with the State Board of Education
Rest of attendees will break for lunch on their own |
| 2:15 PM | Resume CBHE meeting, if necessary |

**COORDINATING BOARD FOR HIGHER EDUCATION
PRESIDENTIAL ADVISORY COMMITTEE**

Presiding – Chairman – Henry Shannon

TIME: 8:30 AM – 9:30 AM
Thursday
February 19, 2004

PLACE: Room 490
Truman State Office Building
Jefferson City

AGENDA

	<u>Tab</u>
I. FY 2005 Budget Update	A
II. Summary of Proposed Legislation Related to Higher Education	C
III. Report on the Commission on the Future of Higher Education	E
IV. Update on Measuring Value-Added Learning Improvement Project	F
V. Other Items	

**COORDINATING BOARD FOR HIGHER EDUCATION
PRESIDENTIAL ADVISORY COMMITTEE**

**Representatives by Statute
September 2003**

Public Four-year Colleges and Universities

Dr. Bobby Patton
President
Central Missouri State University
Administration 202
Warrensburg 64093

Dr. Henry Givens, Jr.
President
Harris-Stowe State College
3026 Laclede Avenue
St. Louis 63103

Dr. David B. Henson
President
Lincoln University
820 Chestnut
Jefferson City 65101

Dr. Julio Leon
President
Missouri Southern State University - Joplin
3950 East Newman Road
Joplin 64801

Dr. James Scanlon
President
Missouri Western State College
4525 Downs Drive
St. Joseph 64507

Dr. Dean Hubbard
President
Northwest Missouri State University
800 University Drive
Maryville 64468

Dr. Ken Dobbins (COPHE President)
President
Southeast Missouri State University
One University Plaza
Cape Girardeau 63701

Dr. John H. Keiser
President
Southwest Missouri State University
901 South National Avenue
Springfield 65802

Dr. Barbara M. Dixon
President
Truman State University
100 East Normal
Kirksville 63501

Dr. Elson Floyd
President
University of Missouri
321 University Hall
Columbia 65211

Dr. Richard Wallace
Chancellor
University of Missouri-Columbia
105 Jesse Hall
Columbia 65211

Dr. Martha Gilliland
Chancellor
University of Missouri-Kansas City
5100 Rockhill Road
Kansas City 64110

Dr. Gary Thomas
Chancellor
University of Missouri-Rolla
206 Parker Hall
Rolla 65401-0249

Dr. Thomas George
Chancellor
University of Missouri-St. Louis
8001 Natural Bridge Road
St. Louis 63121

Public Two-year Colleges

Dr. Kent Farnsworth
President
Crowder College
601 Laclede Avenue
Neosho 64850

Dr. Karen Herzog
President
East Central College
P.O. Box 529
Union 63084

Mr. William McKenna
President
Jefferson College
1000 Viking Drive
Hillsboro 63050-1000

Dr. Wayne Giles
Chancellor
Metropolitan Community Colleges
3200 Broadway
Kansas City 64111

Dr. Terry Barnes
President
Mineral Area College
5270 Flat River Road
Park Hills 63601

Dr. Evelyn Jorgenson (MCCA President)
President
Moberly Area Community College
101 College Avenue
Moberly 65270

Dr. Walter Nolte
President
North Central Missouri College
1301 Main Street
Trenton 64683

Dr. Norman Myers
President
Ozarks Technical Community College
1417 North Jefferson
Springfield 65801

Dr. John McGuire
President
St. Charles County Community College
4601 Mid Rivers Mall Drive
St. Peters 63376

Dr. Henry Shannon
Chancellor
St. Louis Community College
300 South Broadway
St. Louis 63110

Dr. Marsha Drennon
President
State Fair Community College
3201 West 16th Street
Sedalia 65301-2199

Dr. John Cooper
President
Three Rivers Community College
Three Rivers Boulevard
Poplar Bluff 63901

Public Two-year Technical College

Dr. Donald Claycomb
President
Linn State Technical College
One Technology Drive
Linn 65051

Independent Four-year Colleges and Universities

Dr. Keith Lovin
President
Maryville University of St. Louis
13550 Conway Road
St. Louis 63131

Dr. Marianne Inman
President
Central Methodist College
Church Street
Fayette 65248

Dr. William L. Fox
President
Culver-Stockton College
One College Hill
Canton 63435-9989

Dr. Mark S. Wrighton
Chancellor
Washington University
One Brookings Drive
St. Louis 63130

Independent Two-year Colleges

Dr. Helen Washburn
President
Cotter College
1000 West Austin
Nevada 64772-1000

COORDINATING BOARD FOR HIGHER EDUCATION

TIME: 9:45 AM
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PLACE: Room 492
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Jefferson City

AGENDA

	<u>Tab</u>	<u>Action Item</u>	<u>Discussion Item</u>
I. Minutes of the December 4, 2003 CBHE Meeting		*	
II. Report of the Commissioner			
III. Report of the CBHE Presidential Advisory Committee			
IV. FY 2005 Budget Update	A		*
Proposed CBHE Policy Related to the Review of Legislative and Institutional Proposals	B		*
V. Summary of Proposed Legislation Related to Higher Education	C		*
VI. Higher Education Related Activities with Other Organizations	D		*
A. Department of Economic Development Kelvin Simmons, Director			
B. Missouri Higher Education Loan Authority Michael Cummins, Executive Director and CEO			
VII. Strategic Planning Issues			
A. Report of the Commission on the Future of Higher Education	E	*	
B. Update on Measuring Value-Added Learning Improvement Project	F		*
C. Annual Report of the DHE Proprietary School Program	G		*
VIII. CBHE Appointment to the Missouri Higher Education Loan Authority			
IX. Other Items			

	<u>Tab</u>	<u>Action Item</u>	<u>Discussion Item</u>
X. Information Items			
Distribution of Community College Funds	1		
Upcoming Election for Proposed Junior College District of Lake of the Ozarks	2		
Update on Issues Relating to Lincoln University and State Fair Community College	3		
Academic Program Actions	4		
Proprietary School Certification Actions and Reviews	5		
Distribution of the Cycle-2 Department of Higher Education (DHE) Improving Teacher Quality Funds for Professional Development	6		

Executive Session

RSMo 610.021(1) relating to “legal actions, causes of action or litigation involving a public governmental body and any confidential or privileged communications between a public governmental body or its representatives and its attorneys.”

RSMo 610.021(3) relating to “hiring, firing, disciplining or promoting of particular employees by a public governmental body when personal information about the employee is discussed or recorded.”

Other matters that may be discussed in closed meetings, as set forth in RSMo 610.021.

COORDINATING BOARD FOR HIGHER EDUCATION

Minutes of Meeting

December 4, 2003

The Coordinating Board for Higher Education met at 8:00 a.m. on Thursday, December 4, 2003 at the University Plaza Hotel and Conference Center in Springfield. Members present were:

Sandra Kauffman, Chair
Lowell Kruse, Vice Chair
John Bass
Diana Bourisaw
Marie Carmichael
Robert Langdon
Kathryn Swan

Members absent from the meeting were:

Dudley Grove, Secretary
Mary Joan Wood

Others attending the meeting included:

Trudy Baker, Administrative Assistant (EPPIC)
Becky Brennecke, Research Associate
Debra Cheshier, Director of Educational Policy, Planning, and Improvement Center (EPPIC)
Donna Imhoff, Budget Analyst
Joe Martin, Deputy Commissioner
Jim Matchefts, Assistant Commissioner and General Counsel
Brenda Miner, Executive Assistant to the Commissioner
Susanne Medley, Director, Communications and Customer Assistance
Dan Peterson, Director, Financial Assistance and Outreach Group
Robert Stein, Associate Commissioner, Academic Affairs
Janson Thomas, Governor's Youth Cabinet
Laura Vedenhaupt, Administrative Assistant, Academic Affairs
Quentin Wilson, Commissioner of Higher Education
John Wittstruck, Senior Research Associate (EPPIC)

Chair Kauffman called the meeting to order. She thanked Dr. Keiser and Southwest Missouri State University for their hospitality to the Coordinating Board for Higher Education, presidents and chancellors, and the Department of Higher Education staff. A list of guests attending the meeting is included as Attachment A.

Minutes of October 9, 2003 CBHE Meeting

Mrs. Carmichael moved **that the minutes of the October 9, 2003 board meeting be approved as printed.** Dr. Bourisaw seconded the motion, and it passed unanimously.

Minutes of November 4, 2003 CBHE Conference Call Meeting

Dr. John Wittstruck stated **that it is recommended that the minutes of the November 4, 2003 CBHE conference call meeting be approved.** Mr. Bass moved to adopt the motion. Mrs. Swan seconded the motion, and it passed unanimously.

Commissioner's Report

Commissioner Wilson provided a brief summary of the past year's activities and initiatives of the education community, including K-12, workforce development, and lifelong learning. The emphasis during 2003 was on the establishment of a direction for long-term achievements in higher education through education and training. The Coordinating Board for Higher Education focused on setting a long-term direction for higher education and developed a vision for its future in this state, which department staff is working to implement.

At the end of December, the Commission on the Future of Higher Education will submit its report to the governor, President Pro Tem, Speaker of the House and the Coordinating Board. The report will include the Commission's recommendations for improving and strengthening the state system of higher education.

The Business Education Roundtable (BERT) focused on teacher quality and other issues that affect the long-term vision for higher education.

The Missouri Training and Employment Council (MTEC) reported on training and education-related issues using charts which depicted investments in colleges and universities as one of the primary education and training resources.

These groups are primarily composed of citizens who are resolved to establishing a vision for the direction of higher education in the state of Missouri. The Commissioner, speaking for the Coordinating Board and the Department of Higher Education, recognized that, during the past year, these groups have begun to arrive at a consensus involving the priority areas of:

- Preparation - involving Pre-K, K-12, and higher education;
- Participation - increased and more rigorous from K-12 through higher education; and
- Performance improvement – including measurement with focus on employer needs, customer needs, and quality initiatives.

By the end of 2003, higher education will have the roadmap needed to achieve its future long-term goals in spite of existing financial reductions. Many of these ideas are restatements expressed in reports over the last 13 years. For example, higher education can no longer achieve adequate preparation and participation with higher education's current funding shortfall. Higher education needs to develop alternative approaches to narrow this funding gap and develop other funding resources. Prioritization of goals is a necessity if higher education is to make achievements while these financial restrictions persist. The focus in 2004 will be on execution of the most achievable methods as higher education begins the bigger challenge of implementing these priority areas.

In discussions with the legislature, their priorities align well with the priorities established by the Department of Higher Education in April 2003. The House Education Appropriations Sub-Committee emphasized research and technology commercialization areas, which affect much of the state's economy. Department staff will conduct research and examine these areas as a work in progress added to the agenda.

Higher education cannot accomplish these goals alone and therefore needs to continue to develop a working relationship with the Department of Elementary and Secondary Education, superintendents, principals, and teachers concerning K-12 issues, and with the Division of Workforce Development on adequately training a workforce for the future. Opportunities for collaboration abound. Engineering, science, and math are course requirements needed to prepare students for jobs that will drive the economy's growth. Other key issues of discussion in these groups are:

- The role of community colleges in the process;
- The relationship between community colleges and four-year institutions; and
- The continuing funding shortfall.

The good relationship in Springfield between the community college and the four-year institutions has had a positive effect on participation rates. Ozarks Technical Community College and Southwest Missouri State University have worked together to improve participation, increasing enrollment in the county from 20,000 to 28,000, with approximately 9,000 students attending Ozarks Technical Community College. The collaboration has also resulted in raising the rigor and level of course offerings at Southwest Missouri State University.

Funding for FY 2005 has not yet been determined, but higher education faces a larger funding gap than what was previously calculated. Using various methodologies, it has been estimated that the funding gap could be \$180 million to \$460 million, in addition to further withholdings that might occur next year. The result could effect participation and investment in the infrastructure that has been built in the state.

Chair Kauffman stated that these are challenging times, but also opportune times for post-secondary education to come out of a depressed economy with a lack of funding, stronger and more capable of succeeding in spite of the challenges. The institutions have worked with their staffs, the Department of Higher Education staff, and the legislature to make education real and to expand participation in the state of Missouri.

Lake of the Ozarks Community College Proposal – Ratification of November 4, 2003 Conference Call Vote

Dr. Wittstruck presented this agenda item to the Coordinating Board for Higher Education to ratify its action during a telephone conference call meeting at 7:30 a.m. on Tuesday, November 4, 2003. That action was to call an election on Municipal Election Day, April 6, 2004, on the establishment of a new community college taxing district involving the Camdenton R-III and School of the Osage R-II school districts.

After discussion on November 4, 2003, the board voted on the following motion. **Provided that MDHE staff receive, by 5:00 p.m. CST on November 10, 2003, fully signed letters of credit providing security in the total amount of \$30,000 for the estimated costs of the election for the proposed community college district at Lake of the Ozarks, it is recommended that the Coordinating Board for Higher Education order, as authorized in section 178.800, RSMo, the submission of the following question within the public school districts of Camdenton R-III and School of the Osage R-II to vote on the question and to elect trustees at the next following annual municipal election:**

Shall there be organized within the area comprising the school districts of Camdenton R-III and School of the Osage R-II, state of Missouri, a junior college district for the offering of 13th and 14th year courses, to be known as the “Junior College District of Lake of the Ozarks, Missouri,” having the power to impose a property tax not to exceed the annual rate of twenty cents on the one hundred dollars assessed valuation of taxable property without voter approval and such additional taxes as may be approved by vote thereon, as prayed in petition filed with the Coordinating Board for Higher Education at Jefferson City, Missouri, on the Eighth day of September 2003?

It is further recommended that the Coordinating Board for Higher Education authorize the Commissioner of Higher Education to take all necessary action for calling the election, provided security for estimated costs as described above is received.

Mrs. Swan moved to adopt the motion. Mrs. Grove seconded the motion, and it passed unanimously with a roll call vote.

Mr. Bass	-	Aye
Dr. Bourisaw	-	Aye
Mrs. Carmichael	-	Aye
Mrs. Grove	-	Aye
Chair Kauffman	-	Aye
Mr. Kruse	-	Aye
Mrs. Swan	-	Aye
Mrs. Wood	-	Aye

Dr. Wittstruck read the recommended action of Lake of the Ozarks Community College Proposal – Ratification of November 4, 2003 Conference Call Vote stating **that it is recommended that the Coordinating Board for Higher Education ratify its action of November 4, 2003 calling for an election by registered voters residing in the Camdenton R-III and School of the Osage R-II school districts on the question of establishing a new community college taxing district and the election of trustees on Municipal Election Day, April 6, 2004.**

Mrs. Swan moved to adopt the motion. Mr. Bass seconded the motion, and it passed unanimously.

Proposed 2005 CBHE Meeting Dates and Locations

The established 2004 CBHE meeting dates and locations are:

- February 19 Truman State Office Building, Jefferson City
- April 8 William Woods University, Fulton
- June 10 Three Rivers Community College, Poplar Bluff
- October 14 University of Missouri-Kansas City, Kansas City
- December 9 Governor's Conference on Higher Education, St. Louis

Listed below are the proposed 2005 CBHE meeting dates and locations:

- February 10 Jefferson City
- April 14 University of Missouri-Rolla, Rolla
- June 9 To be determined
- October 13 Ozarks Technical Community College, Springfield
- December 8 Governor's Conference on Higher Education, Columbia

Because of a state holiday on Thursday, February 12, Commissioner Wilson stated **that it is recommended that the Coordinating Board for Higher Education change its meeting scheduled on February 12, 2004 to February 19, 2004 to be held in Jefferson City.**

It is further recommended that the Coordinating Board for Higher Education adopt the proposed 2005 meeting dates and locations.

Dr. Bourisaw moved to adopt the motion. Mrs. Swan seconded the motion, and it passed unanimously.

Adjustments to the FY 2005 Budget Recommendations

Mr. Joe Martin stated that as a result of an influx of \$83 million in early reimbursement for Medicaid from the federal government, funds of the same amount withheld from education by Governor Holden will be released as an early FY 2005 distribution, with \$75 million allocated to public school districts and \$8 million to colleges and universities beginning in December 2003. One-seventh of this additional money will be provided monthly beginning with the December payments to the community colleges.

Revised Capital Improvement Recommendation

Mr. Martin stated that Harris-Stowe State College requested a change in their first priority project from new construction of the Early Childhood/Parent Education Center to exterior renovation/tuck-pointing of their main building due to a serious problem with masonry, stonework, and severe water damage. This revision resulted in a decrease of the total recommendation from \$207,175,031 to \$196,728,560. In the revised FY 2005 Capital Improvement Recommendations list, it will remain the 11th ranked priority listed.

Mr. Martin stated **that it is recommended the Board approve the revised FY 2005 capital improvement recommendations for the public four-year institutions and Linn State Technical College for submission to the Governor and General Assembly.**

Mrs. Carmichael moved to adopt the motion. Mr. Bass seconded the motion, and it passed unanimously.

Performance Excellence Funding

Commissioner Quentin Wilson commented on the performance funding discussion held by the Coordinating Board for Higher Education (CBHE) and the Presidential Advisory Committee at the October 2003 CBHE meeting. The Coordinating Board committed to seek restoration of the FY 2004 budget withholdings. They also agreed that a portion of the FY 2005 budget request, associated with restoration of the withholding, should be dedicated to performance excellence funding; and acknowledged that performance-based budgeting was a desirable strategy to promote quality and performance excellence in connection with state goals and priorities. Discussions with the Presidential Advisory Committee, Council on Public Higher Education (COPHE), and Missouri Community College Association (MCCA) independently achieved a definition of the outcomes, results, and goals to be attached to the funding.

Department staff will recommend criteria to the board that will guide the development of the Missouri Performance Excellence Funding Initiative. Staff will initiate the development of a Performance Excellence Funding model through continued conversations with the higher education community for deployment by July 2004. Department staff intends to align performance funding with the state goals and priorities previously identified by the board, reflecting the mutual goals of the Coordinating Board and the institutions.

Dr. Robert Stein stated that following the October meeting, department staff and other stakeholders considered questions of how performance-based funding should be managed and in what framework during these difficult fiscal times. The board was urged to move forward with developing this initiative, though funding for the initiative has not yet been approved by the legislature.

The board's funding request should be significant enough to earn consideration from institutions, but the funding request should not be an amount so large that it would undermine the process. The Department of Higher Education staff recommends a funding request of one-half of one percent (.5 percent), which amounts to approximately \$4.1 million of the FY 2005 budget request for public institutions.

Department staff and a COPHE/MCCA subcommittee discussed lessons learned from other performance funding initiatives. Department staff recommends flexibility in the funding model and the promotion of projects aligned with institutional missions and contributions to the statewide priority goals for higher education. Participants in the discussion agreed that the funding model should focus on three areas: campus quality improvement, value-added student learning, and K-12 teacher quality projects. With the Coordinating Board's approval, department staff will begin working on the mechanisms of this initiative after the board's FY

2005 budget recommendations, including an initial funding request, have been considered by the governor's office for possible inclusion in the governor's budget recommendation.

Commissioner Wilson stressed that the procedure to request Performance Excellence Funding for proposals would be streamlined so that institutions eligible for only small amounts of funding would not feel burdened by the process.

Dr. Bourisaw asked if the three focus areas had been defined and what would be the indicators of quality in each of the areas. Dr. Stein responded that the definitions of the focus areas had not been established, but would be developed through discussion with stakeholders.

Dr. Bourisaw commented that U.S. Education Secretary Rod Paige has announced a series of initiatives aimed at increasing the number of highly qualified teachers and that some of those initiatives may use processes and procedures that can be adapted for use in the Missouri initiative.

Dr. Stein advised the board that the three focus areas of campus quality, student learning, and teacher quality are not mutually exclusive, and that a project developed for one area could be combined with other areas.

Mrs. Carmichael expressed appreciation that value-added student learning and teacher quality were among the focus areas for this initiative because both issues are of particular interest to the Coordinating Board.

Dr. Stein noted that since the Board adopted the Malcolm Baldrige quality principles as a management tool at the April 2003 meeting, one major staff project has involved assisting institutions in internalizing and adopting the quality principles as a management tool. Institutions will need to determine their own priority projects due to the limited funds available.

Mr. Bass urged broad participation as the indicated priority areas affect all institutions and benefits can be derived from taking part in the exercise. However, institutions should not plan to spend more than they receive. Dr. Stein indicated that all public institutions would be encouraged to participate in this initiative and would independently determine if there were sufficient funds potentially available to support their involvement. At future meetings, department staff and constituents will consider if a minimum amount of funding should be established in order to promote widespread participation.

Mrs. Carmichael asked what percentage of the budget was used for the Funding for Results initiative. Dr. Stein answered that no more than two percent of the budget was used; department staff would like the Performance Excellence Funding initiative to move toward that amount over time as more funds become available.

Chair Kauffman expressed her support and pleasure that higher education is returning to performance-based funding.

Mr. Martin explained the budget process that would take place if the agenda item is approved. Mr. Martin stated **that it is recommended that the Coordinating Board for Higher Education**

approve that one-half of one percent (\$4,158,531) of its FY 2005 budget request for public colleges and universities be dedicated to a new Performance Excellence Funding initiative.

It is further recommended that the board adopt the following parameters to be used as guiding principles for the development of its Performance Excellence Funding initiative for FY 2005:

- **Results should contribute to statewide priorities**
- **Flexibility should be encouraged**
- **Customized projects that fit with institutional missions should be promoted**
- **Proposals for Performance Excellence Funding projects should be designed around one (or a combination) of the following areas:**
 - **Campus Quality Improvement Projects**
 - **Value-added Student Learning Projects**
 - **K-12 Teacher Quality Projects**
- **Projects must be data-driven**
- **Reporting formats should be standardized and emphasize quality processes and evidence of performance improvement**

It is further recommended that DHE staff work with the MCCA/COPHE subcommittee on Performance Excellence Funding to develop processes and procedures for implementing a Performance Excellence Funding model for the FY 2005 budget appropriation. These policies and procedures should be presented to the board for review and action no later than June 2004.

Mr. Bass moved to adopt the motion. Dr. Bourisaw seconded the motion, and it passed unanimously.

Proposed Public Policy Guidelines for Lower Division Coursework, Lower Division Certificate, and Associate Degree Delivery

Dr. Stein stated that the increased demand for education and training at the two-year level is evidenced by the need for greater access and participation, and the need for successful completion of certificates and degrees for Missouri's citizens, particularly at the lower-division level.

Solutions are necessary to drive institutional behaviors to become more responsive to the needs of local communities and to acknowledge the missions of institutions. Missouri's system of higher education is complex and does not allow for the creation of a single policy that fits perfectly for all situations. The dynamics and conditions vary in different regions of the state. Whatever the solution, it must be responsive to regional and statewide needs, and be conducive for maximum utilization of institutional abilities and strengths, and promote collaborative work.

Dr. Stein acknowledged institutions, and specifically members of the COPHE/MCCA subcommittee, for the year-long effort they provided to produce this policy. At the direction of the Coordinating Board at the October 2003 board meeting, the previous draft document became

the basis for a working document that included additional detail about ways to meet the needs of local communities and employers for accessible lower-division coursework, lower-division certificate programs, and associate degrees. In addition, the new draft included a section on duplication, a set of guiding principles, and a separate section on conflict resolution. The policy before the board today was designed and has been in circulation since November 7, 2003. The policy is included here as attachment B.

As a public policy framework document, the new draft was built on the earlier work and now includes additional detail, acknowledges duplication, presents guiding principles, provides a conflict resolution section, and contains a glossary. It is important to continue moving toward reducing a compliance and regulatory environment. It is also important to note that this document does not change the working relationship of the Coordinating Board for Higher Education or the Department of Higher Education with the independent or proprietary sectors. Comments from all sectors were considered in the formation of the document, and comments were shared with the leadership of the various sectors so all would be informed as the policy evolved.

Department staff responded to several independent institutions and made changes to the current draft to clearly acknowledge that there is minimal Coordinating Board and department control of the independent sector. Comments were received from approximately 18 individuals, which prompted changes to the proposed draft policy and should be acknowledged prior to the Coordinating Board's decision to approve the draft policy. Those changes are:

- Section 3.1(b) - Delete the first appearance of the word "of" in the second sentence**
- Section 3.1(c) - Insert the word "significantly" after the verb "contribute" in the first sentence**
- Section 8.9(a) - Change all appearances of the phrase "local partners" to "public four-year institutions" in the first sentence**
- Section 12.8 - Delete the current sentence and replace with "Affected parties have one month after receipt of the Commissioner of Higher Education's resolution to send a written appeal of the Commissioner's decision to the Coordinating Board for Higher Education."**
- Section 12.9 - Add this new section that will read "The Coordinating Board for Higher Education will hold a public hearing on all appeals no later than its next regularly scheduled board meeting. Decisions of the Coordinating Board for Higher Education shall be communicated in writing to all affected parties. Decisions of the Coordinating Board for Higher Education shall be binding on the affected parties."**

Dr. Stein asked the board to look at Section 8.1, which identifies public two-year institutions as primary providers of lower-division certificates and associate degrees offered by public colleges and universities throughout the state, including those involving web-based delivery. Dr. Stein clarified the intent of Section 8.1 by stating that this section **does not mean that any of the institutions are expected, in web instruction, to be able to control those students who sign up for courses, regardless of their county of residence, whether in or outside of Missouri.**

Dr. Stein commended the institutions for their willingness to work together and to construct a public policy document addressing these issues.

Dr. Stein requested that, prior to the board deciding on the recommendations for this agenda item, presidents and chancellors representing COPHE, MCCA, Independent Colleges and Universities of Missouri (ICUM), Missouri Association of Private Career Colleges and Schools (MAPCCS), and Linn State Technical College be allowed to offer public comments on the proposed policy.

Dr. Ken Dobbins, representing the public four-year sector, commented on the policy, stating that COPHE agreed with Dr. Stein's comments. This policy will provide better coordination for providing access to lower-division education. Dr. Dobbins commended the institutional organizations for their efforts; and noted that other issues require continued dialog to help students transitioning from two-year to four-year institutions to complete their four-year degrees. Access is a priority to all presidents and chancellors, especially during times of low attendance rates, low graduation rates, and an economy where higher education is one of the primary economic drivers.

Dr. Dobbins expressed appreciation to his colleagues in the two-year sector for their diligent work, and thanked the Department of Higher Education and Commissioner Wilson. He expressed appreciation to Dr. Stein for his diligence in creating this document and to the Coordinating Board for allowing the institutions time to come to agreement on the policy.

Dr. Evelyn Jorgenson, representing the public two-year sector, commented on the policy. Dr. Jorgenson expressed her agreement with the statements made by Dr. Dobbins and thanked the Coordinating Board for Higher Education and the department staff. She advised that MCCA voted to support the policy if adopted by the Coordinating Board at this meeting.

Dr. Donald Claycomb, representing Linn State Technical College, commented on the policy. Dr. Claycomb stated that the policy draft seemed to be a successful compromise and that the policy, with the changes discussed previously, is acceptable.

Mr. Bill Gamble, representing the independent sector, commented on the policy. Mr. Gamble stated that ICUM supports the policy and appreciates the efforts of all those involved in creating the policy.

Ms. Paula Jerden, representative of the proprietary sector, was unable to attend the Coordinating Board for Higher Education meeting, but Dr. Stein acknowledged the input of the proprietary sector in the development of the proposed policy.

Dr. Stein stated that it is recommended that the Coordinating Board for Higher Education approve the Public Policy Guidelines for Lower Division Coursework, Lower Division Certificate, and Associate Degree Delivery as amended.

It is further recommended that these public policy guidelines become effective December 8, 2003.

It is further recommended that these public policy guidelines be evaluated for their overall effectiveness with a report due to the Coordinating Board by December 2006.

It is further recommended that the Coordinating Board for Higher Education commend the presidents and chancellors for their extensive work, their leadership, and their commitment to a well-articulated, high-quality, and cost-effective postsecondary lower-division delivery system.

It is further recommended that the Commissioner of Higher Education distribute these public policy guidelines to all institutions and notify presidents and chancellors of the board's actions related to this agenda item.

Dr. Bourisaw moved to adopt the motion, Mr. Bass seconded the motion, and it passed unanimously.

Mrs. Carmichael thanked Dr. Stein and the institutional leadership for their work on the policy.

Mr. Kruse commended the institutions and department staff on their excellent work. Mr. Kruse expressed his gratification in being associated with the higher education leadership, especially in light of what the leadership has had to face during recent economic circumstances.

Chair Kauffman reminded those present that a report on the effectiveness of the policy will be presented to the board at the December 2006 board meeting. She cautioned that this policy should serve Missouri well, but should not be allowed to become an impediment to growth. Chair Kauffman praised the 14-month work of the institutional leadership and staff.

Distribution of Community College Funds

Mr. Martin reported that nearly \$21 million dollars was distributed to community colleges in October and November, which does not include the withholdings recently released.

Proprietary School Certification Actions and Reviews

Dr. Stein stated that this item contains program actions for the proprietary division. Dr. Stein advised the Coordinating Board that the department staff has corresponded extensively with The International University (TIU), which is a non-accredited institution with an active presence in the state. TIU must become certified or must cease operations in Missouri. TIU had been under the umbrella of an exempt institution, but is no longer connected with that institution. Department staff determined that TIU is not eligible for exempt status in its current form and advised the institution that segments of TIU may qualify for exemption if they are separated from the parent institution.

Dr. Stein informed the Coordinating Board that department staff met with representatives from the John Thomas College of Naturopathic Medicine on December 2, 2003. The proposal has been revised; and a mutually agreeable consultant paid for by John Thomas College will be retained for the purpose of evaluating the proposal and making recommendations to the department. A list of potential consultants has been created and department staff anticipates resolution on the consultant issue within one week.

Chair Kauffman asked when the application process for John Thomas College would be completed. Dr Stein replied that department staff is committed to working with John Thomas College and that it is realistic to expect resolution within two months. Chair Kauffman stated that it is important to bring closure to the request from John Thomas College as quickly as possible, and encouraged department staff to work for a timely resolution. Dr. Stein commented that the proprietary division works diligently to be responsive to applicants in a timely fashion. In some cases, the proposal initially received by the division is not passable. The proprietary division points out such issues and offers assistance and advice on improving the proposal. This communication can contribute to the length of time that an institution is in the application approval process. Dr. Stein reiterated that the staff has made John Thomas College's application a priority and hopes to have resolution by the February 2004 board meeting.

Mr. Langdon asked what enforcement mechanism is available when institutions that are not exempt or certified to operate in Missouri fail to cease their activities. Dr. Stein answered that the department relies on the processes outlined in applicable statutes and notifies institutions that are operating without exemption or certification that they are operating illegally; the department would also share that information with the state Attorney General's office. Should an institution believe that it is being treated unfairly, it always has the right to start litigation against actions of the department or the board.

Appointments to the CBHE Proprietary School Advisory Committee

Dr. Stein stated that two vacancies on the Proprietary School Advisory Committee have been filled. Ms. Kathleen Crawford and Mr. Gerald Terrebrood will begin their term of service on January 1, 2004.

Academic Program Actions

Dr. Stein stated that this item contains standard academic program actions for the academic affairs division. Dr. Stein announced that State Fair Community College and Lincoln University have worked together and have developed an agreement for delivery of courses in Jefferson City for the spring 2004 semester. The list of approved courses is included as Attachment C.

Mrs. Carmichael welcomed everyone present to Springfield. She felt honored that it was held in Springfield this year and was pleased that everyone attended.

Mrs. Carmichael moved **that the board recess until 10 minutes after the awards ceremony ends, and the board will then reconvene for an executive session.** Mr. Langdon seconded the motion, and it passed unanimously.

At 10 minutes after the Award ceremony, the Coordinating Board reconvened. Mrs. Carmichael moved **that the Coordinating Board go into executive session per RSMo 610.021 (3) relating to "hiring, firing, disciplining or promoting of particular employees by a public governmental body when personal information about the employee is discussed or recorded," and requested a role call vote.** The motion was seconded, and it passed unanimously with a roll call vote.

Mr. Bass	-	Aye
Dr. Bourisaw	-	Aye
Mrs. Carmichael	-	Aye
Chair Kauffman	-	Aye
Mr. Kruse	-	Aye
Mr. Langdon	-	Aye
Mrs. Swan	-	Aye

Mr. Bass moved **that the Coordinating Board end the executive session and reconvene in open session.** Mrs. Carmichael seconded the motion, and it passed unanimously with a roll call vote.

Mr. Bass	-	Aye
Dr. Bourisaw	-	Aye
Mrs. Carmichael	-	Aye
Chair Kauffman	-	Aye
Mr. Kruse	-	Aye
Mr. Langdon	-	Aye
Mrs. Swan	-	Aye

There being no further business to come before the board, a motion was moved to adjourn the meeting. The motion was seconded and it passed unanimously.

The meeting adjourned at 3:15 p.m.

Roster of Guests
Coordinating Board for Higher Education
December 4, 2003

Name	Affiliation
J. David Arnold	Missouri Western State College
Taylor Barnes	Northwest Missouri State University
Terry Barnes	Mineral Area College
Constance Bowman	Harris-Stowe State College
John Cooper	Three Rivers Community College
Jeanie Crain	Missouri Western State College
Barbara Dixon	Truman State University
Ken Dobbins	Southeast Missouri State University
Marsha Drennon	State Fair Community College
Kent Farnsworth	Crowder College
Mike Fiecos	Southwest Missouri State University
Bill Gamble	Independent Colleges and Universities of Missouri
James Gardner	North Central Missouri College
Henry Givens, Jr.	Harris-Stowe State College
Davita Hawley	Independent Colleges and Universities of Missouri
Shyang Huang	Southwest Missouri State University
Marianne Inman	Central Methodist College
Evelyn Jorgenson	Moberly Area Community College
Kent Kay	Southwest Missouri State University
James Kellerman	Missouri Community College Association
Steve Koehler	Springfield News Leader
Michael McManis	Truman State University
Walter Nolte	North Central Missouri College
Marty Oetting	University of Missouri System
Edgar Rasch	Maryville University of St. Louis
James Scanlon	Missouri Western State College
Y. T. Shah	University of Missouri-Rolla
Henry Shannon	St. Louis Community College
Janson Thomas	Governor's Youth Cabinet, Department of Higher Education
Sarah Topp	Independent Colleges and Universities of Missouri
Rochelle Tilghman	Harris-Stowe State College
Beth Wheeler	Missouri Western State College

Proposed Public Policy Guidelines on Lower-division Coursework, Lower-division Certificate, and Associate-degree Delivery

Last Revised November 20, 2003

1. Introduction

- 1.1** Missouri has a complex, diverse system of postsecondary public, independent and proprietary institutions that offer a rich array of instructional courses and programs in support of undergraduate certificate and degree programs. Undergraduate educational opportunities are provided on campuses throughout the state, off-campus and outside of community college taxing districts, and through distance learning utilizing advanced technologies.
- 1.2** Institutions across all sectors are committed to providing easy access to high quality undergraduate certificate and degree programs that are responsive to the state's needs for a highly-trained workforce and an educated citizenry. Missouri's public institutions are also committed to an efficient higher education system without unnecessary duplication of programs and courses funded by the state and to ensure that all Missouri citizens have access to affordable undergraduate education and training opportunities.

2. Statutory Responsibility

- 2.1** According to Section 173.020 (2), (3) and (4) RSMo, the CBHE has responsibility for identifying higher education needs in the state; developing arrangements for more effective and economical specialization in types of education programs offered and students served, and for more effective coordination and mutual support among institutions in the utilization of facilities, faculty and other resources; and designing a coordinated plan for higher education in the state. The CBHE performs this responsibility through working with presidents/chancellors and chief academic officers in developing accountable, efficient and fair program delivery policies.

3. Program and Degree-level Responsibility

- 3.1** The three primary postsecondary sectors responsible for undergraduate course and program delivery are the public, independent, and proprietary sectors. A description of the responsibility of each sector in program delivery follows:

a. Public Sector Institutions

Two-year public institutions and open-enrollment public four-year institutions with an historic mission of providing career and technical programs have responsibility for delivery of lower-division one-and two-year certificate programs and associate degrees. In addition, all public

four-year institutions have responsibility for delivery of baccalaureate-level programs.

b. Independent Sector Institutions*

Independent institutions contribute significantly to the diversity and choice of educational programs provided to Missouri citizens. Independent two- and four-year colleges and universities deliver of an array of undergraduate courses and programs consistent with their missions.

c. Proprietary Sector Institutions*

Proprietary institutions contribute to the postsecondary education and training opportunities provided to Missouri citizens. Proprietary schools range from single program schools that offer short-term certificates to accredited degree-granting institutions offering a range of courses and programs at multiple educational levels. These institutions are responsible for delivering educational programs consistent with the standards established by the Coordinating Board.

4. Duplication of Effort

- 4.1** Missouri's colleges and universities are committed to mission focus as a way of promoting programmatic excellence in order to meet targeted demographic and employment needs of the state's employers. Working collaboratively, the CBHE and the state's postsecondary education institutions strive to have a balanced and well-coordinated system composed of separate institutions each with its own governing structure.
- 4.2** By its very nature, however, Missouri's postsecondary education system (similar to postsecondary systems in other states) involves necessary duplication. An overlapping core of certificate and degree programs is offered on many campuses to provide Missouri citizens with easy access to postsecondary educational and training opportunities in close proximity to their home and/or work locations. Another desirable aspect of this overlap includes the existence of programs in similar subject areas delivered by alternate means or in different formats in order to meet the needs of students and employers.
- 4.3** The overlap among institutions in lower-division coursework is extensive because of lower-division course requirements that students must complete to receive undergraduate certificates and degrees. Furthermore, a full complement of lower-division general education coursework is offered by Missouri's public and

**The proposed policy guidelines do not change the current working relationship of the CBHE and the DHE to independent and proprietary institutions.*

independent institutions, and some of Missouri's proprietary institutions, thereby complicating the assignment of a particular public sector or set of public institutions as the primary points of access to higher education in the state. Some investments (at both the two- and four-year institutions) have been made to expand access to lower-division coursework and programs, including the offering of lower-division dual credit courses at high schools throughout the state, which creates additional overlap of function across sectors. Developmental courses are also offered by two- and four-year institutions due to the various needs of students and the practicality of delivering such courses.

5. Demand

- 5.1** There is an increased demand for education and training at all postsecondary levels, including lower-division one- and two-year certificates and associate degree programs as well as for non-degree workforce development. Increasingly, some amount of postsecondary education is required to be successful in most jobs. Similarly, Missouri's economy is affected by the number of its citizens who complete some postsecondary education. To have an effective, well-articulated certificate and associate degree-delivery system, Missouri's institutions need a clear understanding of roles and responsibilities associated with lower-division coursework, lower-division certificates, and associate degrees.

6. Policy Framework

- 6.1** For public institutions, the board's policy framework on lower-division certificates and associate degree programs has relied on a regulatory environment, especially concerning the development of new degree programs and the offering of courses and programs off-campus or outside community college taxing districts. In relation to independent and proprietary institutions, the CBHE has encouraged cooperation and collaboration to evolve a streamlined, efficient, quality higher education system.
- 6.2** Despite steps to deregulate Missouri's public policy environment concerning lower-division coursework and delivery of lower-division certificate and associate degree programs, Missouri's framework has resulted in multiple providers, which creates the potential for reduced efficiency through an unnecessary duplication of effort.
- 6.3** In some geographic areas, postsecondary institutions are located in close proximity, while in others, communities and their residents are far from the taxing district boundaries of a community college, the home site of another two-year institution, or a four-year campus. The complexity of Missouri's educational system suggests that one approach to meeting state needs for cost-effective, high quality, lower-division certificates and associate degree programs will not fit all situations. Improving access and improved educational attainment for Missouri

citizens will require multiple approaches, built upon mutual trust and a spirit of collaboration.

7. Guiding Principles

- 7.1** The state's postsecondary education system should be responsive to the needs of Missouri citizens for increased access to lower-division coursework, lower-division certificates, and associate degree programs.
- 7.2** Regional planning involving business and community leaders, educational providers across all postsecondary sectors, and policymakers should be utilized to ensure responsiveness to state needs and a minimum of unnecessary duplication in course and program offerings.
- 7.3** Community colleges involved in regional planning should continue to utilize community college service regions as a useful tool.
- 7.4** Institutional aspirations should be designed within the context of statewide needs and priorities for a thriving economy supported by high quality, affordable education and training programs.
- 7.5** The best delivery models, including ones that involve collaborative ventures and effective utilization of instructional technology, should be identified to promote increased access to and success in lower-division coursework, and certificate and associate degree programs.
- 7.6** Eligibility for developing new lower-division certificate and associate degree program proposals at public institutions should be described clearly and concisely as should the process for resolving differences about lower-division course delivery at locations other than the main campus of the institution.
- 7.7** To the extent possible, local decision-making should be utilized to resolve differences among institutions rather than superimposing solutions developed by external groups.
- 7.8** Institutional differences should be addressed quickly based on an agreed-upon process to resolve conflicts between and among institutions.
- 7.9** Institutions should engage in regular and systematic review of all lower-division certificate and associate degree programs to ensure faculty engagement in department-based structured conversations about educational quality processes that focus on good practice and spur improvement including consolidation, expansion, or deletion of courses and/or programs.

8. Certificate and Associate Degrees

- 8.1** Public two-year institutions should be the primary providers of lower-division certificates and associate degrees offered by public colleges and universities throughout the state, including those involving web-based delivery.
- 8.2** Public, open-admissions institutions that have an historic mission of providing career and technical education at the lower-division certificate and associate degree level may continue to offer previously approved lower-division certificates and associate degrees, unless otherwise limited or restricted by statute.
- 8.3** Previously approved lower-division certificates and associate degrees offered by public institutions that are not open-admissions institutions should be continued only if student demand and employer needs warrant continuation, unless otherwise restricted by statute.
- 8.4** Public institutions that are not open-admission institutions are encouraged to phase out associate degrees over a five-year period, with the assumption that two-year institutions or open-admissions four-year institutions will assume responsibility for existing programs that continue to have demand and/or meet state needs.
- 8.5** New lower-division certificates and associate degree program proposals for delivery by public institutions must undergo review and approval by the Commissioner of Higher Education prior to implementation following the guidelines established by the CBHE for academic program review and clarifying comments.
- 8.6** Development and delivery of web-based lower-division coursework, lower-division certificates, and associate degree programs should be aligned with the CBHE Principles of Good Practice for Distance Learning/Web-Based Courses.
- 8.7** As outlined in the CBHE policy for New Program Approval, new proposals for lower-division certificates and associate degrees for delivery by public institutions must demonstrate: alignment with mission; demonstrable need (including evidence of, and a rationale for, the importance of the proposed program to Missouri's economy and educational opportunities for more Missourians); efficient use of resources; and a rationale for collaborating or for moving forward alone.
- 8.8** Proposals for new lower-division certificates and associate degrees from public colleges and universities should be developed in consultation and collaboration with educational providers and business leaders in a particular service region.
- 8.9** Public two-year institutions should be the lower-division certificate or degree-granting institution for any new lower-division certificates or associate degrees to be offered by public institutions with the following stipulations:

- a.** Public two-year institutions proposing to provide lower-division certificates or associate degrees outside a taxing district are expected to work collaboratively with existing local partners by building on currently available general education and occupation-related coursework, and by utilizing the human resources and facilities of local providers. Public four-year institutions as well as other education providers are expected to collaborate in good faith with the proposing public two-year institution.
 - b.** If a public two-year institution is unable to meet the demands for new lower-division certificates or associate degrees, public four-year institutions may be approved to offer new lower-division certificates or associate degrees.
- 8.10** New lower-division certificates and associate degree program proposals for delivery by independent institutions should undergo review by the Commissioner of Higher Education with an opportunity for comment prior to implementation.
- 8.11** New lower-division certificates and associate degree programs proposals for delivery by proprietary schools must meet statutory and Department of Higher Education minimum standards for programs offered at these institutions.

9. Lower-division Coursework

- 9.1** Public institutions agree to communicate openly with other public institutions about plans to deliver lower-division coursework at a location other than the main campus.
- 9.2** Generally, for courses offered by a public institution at a location other than the main campus, public two-year institutions will be the primary providers of lower-division coursework with the following stipulations:
 - a.** Within the taxing district of a community college, the community college will be the primary provider of lower-division coursework offered by a public institution at a location other than the main campus.
 - b.** Within the county in which a public four-year institution is located, the public four-year institution will be the primary provider of lower-division coursework offered by a public institution at a location other than the main campus.
 - c.** In cases where the public four-year institution cannot or chooses not to meet the needs of the county in which it is located for accessible lower-division coursework, public two-year institutions, where appropriate, may offer such coursework.

- d.** Within the county in which the state's public technical college is located, the state's public technical college will be the primary provider of lower-division coursework offered by a public institution at a location other than the main campus.
 - e.** Within the county in which a public two-year branch campus of a public four-year institution is located, the public two-year branch campus will be the primary provider of lower-division coursework offered by a public institution at a location other than the main campus.
 - f.** In situations when there is overlap between the taxing district of a community college and the county in which a public four-year college or university, the state's technical college, or a two-year branch campus of a public institution is located, the affected institutions agree to collaborate in determining the institution best suited to deliver lower-division coursework offered by a public institution.
 - g.** For new coursework delivered in geographic areas outside both community college taxing districts and the counties in which public four-year institutions, the state's technical college, or the branch campus of a public four-year institution are located, the primary provider of lower-division coursework offered by a public institution should be the institution best suited by mission, proximity, cost effectiveness, and/or expertise to meet the needs of the service area and to demonstrate value-added student learning.
 - h.** In situations in which there is a perceived unmet need for accessible lower-division coursework not met by the public institution(s) delegated primary responsibility for lower-division coursework, other public institutions may deliver coursework in such locations, with the understanding that they notify the local institution(s) and agree to work collaboratively in determining the best ways for public higher education to respond to unmet needs.
- 9.3** Training and workforce development offered for lower-division credit at off-campus locations will be subject to the conditions set forth in Section 9.2 (a-f).
- 9.4** All dual credit courses offered in high schools by colleges and universities are considered lower-division coursework. Public sector providers of dual credit courses at all locations and those independent/proprietary institutions choosing to abide by statewide guidelines associated with dual credit course delivery will be those institutions best suited by proximity to ensure that the CBHE guidelines for oversight of quality delivery are followed, including that college or university

faculty provide oversight for course comparability; that college or university faculty mentor, observe, and evaluate high school teachers; that high school teachers participate in college orientation and professional development activities; and that college or university faculty review student work and provide oversight for assessment of student outcomes.

10. Existing Program Review

(It should be noted that the CBHE policy concerning existing program review is currently being revised to include all programs at public institutions and to be aligned with quality principles and institutional authority for local decision-making.)

- 10.1** Institutions should move towards using/adopting quality principles as a management tool and systematically evaluate the appropriateness of all lower-division certificates and associate degrees on a regular schedule.
- 10.2** The review of existing lower-division certificates and associate degrees should be aligned with the revision of campus-based reviews that will emphasize quality processes and academic audits and will deemphasize regulation.
- 10.3** Institutions should establish standards and processes to use in evaluating lower-division certificates and associate degrees, including the extent to which these programs help meet the state's workforce development needs.
- 10.4** State data collection obligations on existing programs should be kept to a minimum. Duplicative data collection efforts should be integrated into a single process serving multiple functions.
- 10.5** Oversight for existing program review provided by the CBHE will emphasize audits of quality processes, will serve to demonstrate accountability to external constituents, and should also be used by institutions as a catalyst for continuous improvement.

11. Existing Commitments

- 11.1** Existing off-campus sites that have CBHE approval or substantial investment in facilities may continue to operate.
- 11.2** Existing relationships between colleges and universities and high schools that have been effective in providing quality dual credit courses to high school students may be maintained.
- 11.3** All lower-division certificate and associate degree programs, regardless of prior approval or commitments, should engage in regular and systematic review.

12. Conflict Resolution

- 12.1** Presidents/chancellors of public institutions agree to communicate in a direct, concise, and timely manner about any disagreements associated with the implementation of these policy guidelines.
- 12.2** Any disagreements between and among public institutions will be resolved quickly at a local level whenever possible.
- 12.3** Presidents/chancellors of public institutions agree to engage educators from non-involved institutions to facilitate resolution for any conflicts that remain unresolved after two months of good faith efforts at resolution on the local level. The educators identified will be part of a facilitation team that works with the affected parties in an attempt to resolve any conflicts.
- 12.4** The facilitation team will gather information about the unresolved conflict(s) and hold a meeting with the presidents/chancellors and chief academic officers of the institutions involved in a disagreement(s) in an attempt to facilitate resolution of the conflict.
- 12.5** Each of the affected public institutions in an unresolved conflict also has the option to request formal mediation. If formal mediation is pursued, all affected institutions agree to share in the expenses associated with retaining a mediator.
- 12.6** If the conflict remains unresolved two weeks after the facilitation team meeting and/or the use of a formal mediator, each public institution agrees to submit in writing a summary of the unresolved conflict to the Commissioner of Higher Education.
- 12.7** The Commissioner of Higher Education will determine a resolution and communicate it to all of the involved parties within one month after receiving written notification of an unresolved conflict.
- 12.8** Decisions of the Commissioner of Higher Education shall be binding on the affected institutions.

13. Glossary

Associate Degree:

An earned academic degree with the term "associate" in the title and normally requiring at least 60 semester credit hours or equivalent at the lower-division level.

Commissioner of Higher Education:

Head of the Department of Higher Education and appointed by the Coordinating Board for Higher Education.

Community College Taxing District:

A community taxing district is a local district in which the community calls for a local election at which the registered voters decide the question of taxing themselves to establish a community college in their area of the state. Community college taxing districts are local political subdivisions with local control and governance over the services being provided.

Coordinating Board for Higher Education (CBHE):

The Coordinating Board for Higher Education, established by Section 173.005.2, RSMo 1986.

Community College Service Regions:

Agreed-upon regional boundaries throughout Missouri in which one community college is assigned per region.

Degree:

An award conferred upon an individual by a college, university, or other postsecondary education institution as official recognition for the successful completion of a postsecondary educational program or course of study.

Developmental Courses:

A set of instructional activities designed to ensure adequate preparation for access to collegiate-level work for students with deficiencies. These courses generally do not satisfy requirements for a formal certificate or degree.

Dual Credit:

Collegiate-level courses taught in high schools to high school students who receive, simultaneously, both high school and college-level course credit.

General Education Coursework:

A prescribed course of study, as defined by institutional faculty and validated by the institution's administration or governing board, distinct from a program major, required of all graduates, and intended to ensure that all graduates possess a common core of collegiate-level skills and knowledge.

Independent Sector Institution:

A postsecondary educational institution controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public funds, and operated by other than publicly elected or appointed officials.

Lower-Division Certificate:

A formal award conferred upon an individual by a college, university, or other postsecondary education institution as official recognition for the successful completion of a postsecondary educational program or course of study. The program or course of study consists of non-remedial courses at a level of comprehension usually associated with freshman or sophomore students and is offered primarily by two-year institutions.

Lower-Division Coursework:

Courses at a level of comprehension usually associated with freshman and sophomore students and offered by both two- and four-year institutions.

Off-Campus Site:

All locations other than the main campus. For public community colleges, off-campus sites include all locations outside a community college's taxing district and all dual credit courses offered in high schools regardless of location. For public four-year colleges, the state's two-year technical college, and any branch campuses of four-year institutions, off-campus sites include all locations other than the main campus.

Primary Provider:

A public postsecondary institution with the principal responsibility for addressing the instructional/programmatic needs of citizens in a community or region.

Program Review:

The process by which the academic department (or program) evaluates its strengths and weaknesses through a self study and presents results, a plan for improvement, and writes a report for its own future use and/or use by external stakeholders monitoring the process.

Proprietary Sector Institution:

A privately controlled education institution certified to operate by the Coordinating Board for Higher Education pursuant to Sections 173.600 through 173.619, RSMo, and accredited by an accrediting commission recognized by the United States Department of Education that provides a postsecondary course of instruction leading to a certificate or degree.

Public Sector Institution:

A postsecondary educational institution established by statute or the Missouri Constitution whose programs and activities are operated by publicly elected or appointed school officials, and which is partially supported by public funds.

Training and Workforce Development Programs:

Instructional programs designed to improve specific skills, knowledge, and competencies of individuals who are already in the workforce and/or those preparing to enter the workforce.

December 3, 2003

Dr. Marsha Drennon, President
State Fair Community College
3201 West 16th Street
Sedalia, MO 65301-2199

Dear Dr. Drennon:

The academic affairs staff has completed its review of the request submitted on behalf of State Fair Community College for the delivery of general education, developmental education, and technical education courses for the Spring 2004 semester in Jefferson City. I am pleased to inform you that I have approved the courses on the attached list for delivery in Jefferson City for Spring 2004. These courses will support students seeking one-year certificate and AAS degree requirements in the following State Fair Community College programs:

- Computer Information Systems Accounting, AAS
- Computer Information Systems Networking, AAS
- Computer Information Systems Programming, AAS
- Computer Information Systems Web Development, AAS
- Industrial Electronics/Electricity Technology, One-year certificate and AAS
- Industrial Maintenance Technology, One-year certificate and AAS

It is our understanding that Lincoln University will continue to be given the right of first refusal for teaching all of the approved general education courses. In its advertising of all approved Jefferson City courses, State Fair continues to be expected to ensure that it does not present itself as a full-service community college in Jefferson City.

As State Fair Community College begins discussions with Lincoln University concerning future offerings, the DHE would like to remind State Fair that a description of any contractual arrangements made with local providers for the previous semester should be included in requests for approval to the DHE. Course enrollment and graduation data from previous terms should be analyzed by the College in the development of future schedules.

Coordinating Board for Higher Education
December 4, 2003

Dr. Marsha Drennon
December 3, 2003
Page 2

Final authorization for this action remains with the Coordinating Board for Higher Education (CBHE). This action will be reported to the CBHE at its December 4, 2003 meeting in Springfield.

Sincerely,

Robert B. Stein ^(LLV)

Robert B. Stein
Associate Commissioner

Attachment

c: Mrs. Sandra Kauffman, Chair, Coordinating Board for Higher Education
Mr. Quentin C. Wilson, Commissioner of Higher Education
Dr. David Henson, President, Lincoln University

**Courses Approved to be Offered
Spring 2004
by State Fair Community College – Jefferson City Site**

<u>Course Title</u>	<u># of Sections</u>	<u>Course Title</u>	<u># of Sections</u>
Principles of Financial Accounting	3	Networking I	3
Managerial Accounting	1	Networking II	2
Payroll Accounting	1	Network Server	1
Computerized Accounting	1	Network Client	2
Micro Computer Applications	7	TCP/IP – NT Server	1
Adv. Micro Computer Applications	1	Exchange Server Administration	1
English Composition I	3	Network Directory Services	1
English Composition II	3	CISCO Networking	1
Technical Writing	2	CISCO Router Basics	1
US History Before 1877	4	Body Building I	1
American Diversity	4	Body Building II	2
Intermediate Algebra	3		
College Algebra	3		
Intro to Physical Science	2		
General Psychology	5		
Excel	1	<u>Developmental Courses</u>	<u># of Sections</u>
Database Management	1	Basic Math	2
Windows (1.0)	1	Elementary Algebra	2
Unix (1.0)	1	Basic English	2
AS 400 (1.0)	1	Intro to Writing	2
HTML (1.0)	1	Reading	2
Front Page (1.0)	1		
Web Development	2		
Visual Basic Net	3		
RPG 400	2		
Cobol	1		
Advanced Cobol	2		
DB2 Relational Databases	1		
Programming in C	1		
Advanced C++	1		
Visual Java	1		
Web Scripting	1		
System Analysis	2		
Advanced Visual Basic.Net	2		
SQL Server	1		
XML/Web	1		
Mainframe Cobol	1		
Mainframe O/S Utilities	1		
Mainframe IDMS	1		
Employment Strategies (0.5)	2		
AC/DC Fundamentals	1		
Solid State Devices	1		
Advanced Microcomputer Systems	2		
PLC Programming	1		
Principles of Industrial Electricity	1		
Application of Industrial Electricity	1		
Wiring Methods	1		
Principles of Refrigeration	1		
PLC 1	1		

AGENDA ITEM SUMMARY

AGENDA ITEM

FY 2005 Budget Update
Coordinating Board for Higher Education
February 19, 2004

DESCRIPTION

FY 2005 Governor's recommendations are attached.

STATUTORY REFERENCE

Chapter 173, RSMo, Chapter 33.210 – 33.290, Chapter 163.191, RSMo

RECOMMENDED ACTION

This is a discussion item only.

ATTACHMENT

FY 2005 – Governor Recommendations

FY 2005 - Administration

	FY 2004 Core Budget		FY 2005 CBHE Recommendation		FY 2005 Gov Recommendation		% Change from FY 2004	
		FTE		FTE		FTE		FTE
Coordination Admin - Core	789,095	14.35	789,095	14.35	788,605	14.35	-0.06%	0%
Proprietary - Core	155,622	2.60	155,622	2.60	155,622	2.60	0%	0%
Grant/Schol. Admin - Core	275,951	4.95	275,951	4.95	275,416	4.95	-0.19%	0%
Cost of Living Salary Adj.	N/A		N/A		18,991		N/A	
Proprietary Bond Fund	100,000		100,000		100,000		0%	
MHEC	82,500		82,500		82,500		0%	
Mo Learners' Network	410,800		0		0		-100%	
Anatomical Board	3,069		3,069		3,069		0%	
Eisen./Teacher Quality - Core	1,775,225	1.00	1,775,225	1.00	1,775,225	1.00	0%	0%
Cost of Living Salary Adj.	N/A		N/A		1,137		N/A	
New Federal/Other Grants	2,000,000		2,000,000		2,000,000		0%	
TOTAL	5,592,262	22.90	5,181,462	22.90	5,200,565	22.90	-7%	0%

FY 2005 - Financial Assistance And Outreach

	FY 2004 Core Budget	FTE	FY 2005 CBHE Recommendation	FTE	FY 2005 Gov Recommendation	FTE	% Change from FY 2004	FTE
Academic Scholarship (Bright Flight)	15,787,000		15,787,000		15,787,000		0%	
Gallagher Scholarship Program	16,628,436		16,628,436		16,628,436		0%	
College Guarantee Program	8,385,000		8,385,000		8,385,000		0%	
Advantage Missouri Program	629,000		200,000		200,000		-68%	
Public Service Grant Program	38,250		60,710		60,710		59%	
Vietnam Survivor Program	10,200		33,570		33,570		229%	
Marguerite Ross Barnett Program	425,000		425,000		425,000		0%	
GEAR UP - Core	1,704,612	6.50	1,664,612	5.50	1,664,612	5.50	-2%	-15%
Cost of Living Salary Adjustment	N/A		N/A		4,251		N/A	
TOTAL	43,607,498	6.50	43,184,328	5.50	43,188,579	5.50	-1%	-15%

FY 2004 Supplemental - Financial Assistance And Outreach
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FY04 Public Service Grant Program	22,460
FY04 Vietnam Survivor Program	23,370

FY 2005 - Missouri Student Loan Program

	FY 2004 Core Budget	FTE	FY 2005 CBHE Recommendation	FTE	FY 2005 Gov Recommendation	FTE	% Change from FY 2004	FTE
Loan Program Admin - Core	13,006,761	59.33	12,183,607	56.83	12,183,607	56.83	-6%	-4%
E-Gov't - Core	485,400	6.00	431,808	4.50	431,808	4.50	-11%	-25%
Cost of Living Salary Adjustment	N/A		N/A		48,421		N/A	
Loan Program Revolving Fund and Other Loan Funds	100,750,001		98,750,000		98,750,000		-2%	
TOTAL	114,242,162	65.33	111,365,415	61.33	111,413,836	61.33	-2%	-6%

FY 2004 Supplemental - Missouri Student Loan Program
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FY04 Loan Program Administration	500,000
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FY 2005 - All Institutions

	FY 2004 Core Budget	FY 2005 CBHE Recommendation	FY 2005 Gov Recommendation	% Change from FY 2004
<u>Community Colleges</u>				
Crowder	4,222,071	4,222,071	4,465,449	6%
East Central	5,128,536	5,128,536	5,424,168	6%
Jefferson	7,524,940	7,524,940	7,958,711	6%
Metropolitan	31,262,271	31,262,271	33,064,367	6%
Mineral Area	4,930,197	4,930,197	5,214,395	6%
Moberly	4,705,113	4,705,113	4,976,336	6%
North Central	2,433,790	2,433,790	2,574,084	6%
Ozark Technical	8,955,085	8,955,085	9,471,295	6%
St. Charles	6,525,711	6,525,711	6,525,711	0%
St. Louis	44,952,394	44,952,394	47,543,648	6%
State Fair	5,227,354	5,227,354	5,528,682	6%
Three Rivers	4,154,091	4,154,091	4,254,359	2%
Sub Total	130,021,553	130,021,553	137,001,205	5%
Tax Refund Offset	250,000	250,000	250,000	0%
TOTAL	130,271,553	130,271,553	137,251,205	5%

State Technical College

Linn State Technical College	4,433,887	4,433,887	4,689,475	6%
Tax Refund Offset	30,000	30,000	30,000	0%
TOTAL	4,463,887	4,463,887	4,719,475	6%

Four-year Institutions

Missouri Southern	20,373,791	20,373,791	20,373,791	0%
Missouri Western	20,084,703	20,084,703	20,084,703	0%
Central Missouri	52,567,478	52,567,478	55,597,699	6%
Southeast Missouri	42,805,983	42,805,983	45,273,509	6%
Southwest Missouri	77,757,193	77,757,193	80,294,626	3%
Northwest Missouri	29,167,319	29,167,319	29,167,319	0%
Truman State	39,813,848	39,813,848	42,108,894	6%
Lincoln University	16,360,445	16,360,445	17,298,105	6%
Harris-Stowe	9,581,032	9,581,032	10,133,324	6%
University of Missouri	388,738,932	388,738,932	411,147,559	6%
Sub Total	697,250,724	697,250,724	731,479,529	5%
Tax Refund Offset	875,000	875,000	875,000	0%
TOTAL	698,125,724	698,125,724	732,354,529	5%

FY 2005 - UM Related

	<u>FY 2004 Core Budget</u>	<u>FY 2005 CBHE Recommendation</u>	<u>FY 2005 Gov Recommendation</u>	<u>% Change from FY 2004</u>
Ellis Fischel Cancer Center	4,223,786	0	0 *	-100%
Hospitals and Clinics	8,911,671	13,135,457	13,135,457	47%
State Historical Society	922,601	922,601	922,601	0%
Alzheimer's Program	227,375	227,375	227,375	0%
Mo Rehabilitation Center	10,116,691	10,116,691	10,116,691	0%
State Seminary Funds	1,750,000	1,750,000	1,750,000	0%
Missouri Institute of Mental Health	2,299,850	2,299,850	2,299,850	0%
Mo Kidney Program	4,016,774	4,016,774	4,016,774	0%
Spinal Cord Injury Research	375,000	375,000	375,000	0%
MOREnet	15,004,401	15,004,401	15,004,401	0%
MOBIUS	649,539	649,539	649,539	0%
TOTAL	48,497,688	48,497,688	48,497,688	0%

* Combined with Hospitals and Clinics appropriation.

FY 2005 - Total Appropriations

	FY 2004		FY 2005 CBHE		FY 2005 Gov		\$ Change	
	Appropriation	FTE	Recommendation	FTE	Recommendation	FTE	from FY 2004	FTE
General Revenue	806,674,122	21.90	806,719,952	21.90	848,201,963	21.90	41,527,841	0%
Federal Funds	5,690,637	7.50	5,239,837	6.50	5,245,225	6.50	-445,412	-13%
Other Funds	222,436,014	65.33	220,130,268	61.33	220,178,689	61.33	-2,257,325	-6%
TOTAL	1,034,800,773	94.73	1,032,090,057	89.73	1,073,625,877	89.73	38,825,104	-5%

AGENDA ITEM SUMMARY

AGENDA ITEM

Proposed CBHE Policy Related to the Review of
Legislative and Institutional Proposals
Coordinating Board for Higher Education
February 19, 2004

DESCRIPTION

Legislative and institutional proposals to be considered by the Second Regular Session of the 92nd General Assembly have presented many challenges for Missouri's system of higher education. Among the most significant are those proposals related to the merging of Northwest Missouri State University into the University of Missouri System, the authorization of the issuance of state bonds for higher education capital projects, and the changing of institutional names of Southwest Missouri State University and Missouri Western State College.

The Coordinating Board for Higher Education and the Department of Higher Education are committed to meeting their constitutional and statutory obligations and duties, especially those relating to a coordinated, statewide plan for higher education in Missouri. Accordingly, the Board recommends that proposals suggested by the state's institutions of higher education or the General Assembly that would significantly alter the structure or funding of Missouri's system of higher education be considered by the Department for evaluation and analysis prior to implementation or adoption.

The review process for such proposals should include the submission of an impact statement, submitted to DHE staff by those parties recommending the proposal, which considers the relationship and effect on statewide goals for higher education, such as, but not limited to:

- Improved preparation for education after high school
 - Improved teacher quality
 - Increased number of high school graduates completing CBHE recommended high school curriculum goals
- Increased participation and success in postsecondary education
 - Increased affordability, especially for low-income and underrepresented groups
 - Increased percentage of the population aged 25 to 64 completing a certificate or degree program
 - Increased percentage of employer workforce needs that are met
- Commitment to Performance Excellence
 - Increased number of institutions undertaking and assessing improvement initiatives

Coordinating Board for Higher Education
February 19, 2004

DHE staff should work in the coming months to further define the process and establish guidelines for such a review.

STATUTORY REFERENCE

Chapter 173

RECOMMENDED ACTION

This is a discussion item only.

ATTACHMENT

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Summary of Proposed Legislation Related to Higher Education
Coordinating Board for Higher Education
February 19, 2004

DESCRIPTION

The second regular session of the 92nd Missouri General Assembly convened on January 7, 2004. Summaries of bills relating to higher education are provided in the attachment.

STATUTORY REFERENCE

Section 163.191, RSMo, and Chapter 173, RSMo

RECOMMENDED ACTION

This is a discussion item only.

ATTACHMENT

Summary of Higher Education Related Legislation

**Summary of Higher Education Related Legislation
Second Regular Session, 92nd General Assembly**

Bill Number	Sponsor	Description
SB 702	Russell	Requires University of Missouri Board of Curators to make policy decisions by means of a roll-call vote
SS/SCS/SB 714 & 761	Kinder	Changes name of Southwest Missouri State University to Missouri State University, increases board from 8 to 10 members, MSU to not duplicate research and land grant mission of UM, offer only cooperative engineering programs and research-based doctoral programs with UM, may offer professional doctoral programs that do not duplicate UM's with CBHE approval, not duplicate existing first professional programs at UM without determination of need by CBHE, changes name of Central Missouri State University to University of Central Missouri
SB 721	Jacob	Repeals loss limit, creates educational job retraining fund to provide training and tuition assistance to qualifying Missouri residents, and seeks to increase College Guarantee and Bright Flight funding
SB 723	Jacob	Establishes faculty representatives on the governing boards of public 4-year colleges and universities
SB 724	Bland	Establishes accreditation of charter schools
SCS/SB 755	Shields	Changes name of Missouri Western State College to Missouri Western State University, prohibits A+ Program funds from being issued to any four-year higher education institution, and removes age restriction for admission of students at the University of Missouri
SB 761	Champion	Changes name of Southwest Missouri State University to Missouri State University
SB 768	Nodler	Establishes new qualifications for the Board of Governors of Missouri Southern State University-Joplin
SB 780	Caskey	Freezes tuition rates for Missouri undergraduates from the time they enter college until they graduate
SB 816	Dougherty	Allows foster children to receive a tuition and fee waiver to attend higher education institutions
SB 858	Klindt	Prohibits A+ Program funds from being issued to any four-year higher education institution
SB 879	Bland	Establishes the General Assembly Scholarship Program funded by a nonresident earnings tax
SB 926	Loudon	Authorizes the Joint Committee on Wagering and Gaming to solicit bids for university study of pathological gambling
SB 933	Yeckel	Creates a second college savings program, the Missouri Higher Education Deposit Program, and allows income tax deductions for 529 programs other than MOST
SB 967	Shields	Changes definition of eligible private institutions for

		participation in the Charles Gallagher Student Financial Assistance Program and makes changes to the Nursing Student Loan Program
SB 975	Dougherty	Permits certain private vocational and technical schools to receive A+ reimbursements
SB 978	Stoll	Establishes the Collaborative for Applied Experiences in Science (CAES) program
SB 979	Stoll	Establishes the Missouri Statewide Initiative for Scientific Education Enhancement (MOSISE) program
SB 995	Coleman	Changes name of Harris-Stowe State College to Harris-Stowe University
SB 1038	Yeckel	Revises banking laws and creates the Missouri Higher Education Deposit Program
SB 1052	Jacob	Removes age restriction for admission of students at the University of Missouri
SB 1072	Dougherty	Establishes the Hope Scholarship Program
SB 1082	Childers	Creates the Division of Network Efficiency within the Office of Administration and creates the State Communications Commission to focus on the state's communications/telecommunications policies
SB 1091	Klindt	Provides that community college course offerings lead to the granting of baccalaureate or higher degrees through transfer and articulation and adds workforce development and new job training to the community college definition
SB 1101	Steelman	Provides that the president of the University of Missouri shall not serve as the chancellor of any campus in the system
SB 1109	Coleman	Allows eligible nonimmigrant aliens to receive in-state tuition at Missouri higher education institutions
SB 1110	Coleman	Changes name of Harris-Stowe State College to Harris-Stowe State University
SB 1112	Clemens	Allows community college board of trustees to forego an election if the number of candidates filed is equal to the number of open positions
SCR 31	Vogel	Allows the University of Missouri Curators to enter into a long-term ground lease for the purpose of constructing a hotel/convention center
HB 767	Schaaf	Changes name of Missouri Western State College to Missouri Western State University
HB 773	Icet	Removes age restriction for admission of students at the University of Missouri
HB 777	Marsh	Changes name of Southwest Missouri State University to Missouri State University
HB 816	Walker	Allows American Sign Language courses to be regarded as a foreign language course offered for academic credit
HB 825	Wildberger	Changes name of Missouri Western State College to Missouri Western State University

HB 860	Rupp	Allows students seeking theology or divinity degrees to participate in certain state higher education financial assistance programs
HB 885	Wilson, K.	Prohibits public institutions or any entities receiving state funds from adopting discrimination policies that exceed state and federal protections against discrimination.
HB 954	Crowell	Governor to appoint president and vice-president of CBHE, as well as boards of certain public higher education institutions
HB 957	Cunningham, M.	Creates a War on Terror survivors scholarship program
HB 959	Luetkemeyer	Creates a second college savings program, the Missouri Higher Education Deposit Program, and allows income tax deductions for 529 programs other than MOST
HB 1033	Viebrock	Allows community college board of trustees to forego an election if the number of candidates filed is equal to the number of open positions
HB 1048	Parker	Excludes capital appropriations from annual appropriations for community college maintenance and repair funds
HB 1137	Rupp	Amends the A+ Schools program to make provisions for repayment of federal Stafford loans for tuition, fees and books
HB 1138	Rupp	Amends the A+ Schools program to make provisions for repayment of federal Stafford loans for tuition and fees, and includes all state four-year institutions of higher education
HB 1147	Stevenson	Establishes new qualifications for the Board of Governors of Missouri Southern State University-Joplin
HB 1169	Luetkemeyer	Provides social security number protections at public higher education institutions
HB 1242	Fares	Requires 4-year colleges or universities to accept transfer credit for all college-level courses applicable to an associate of arts degree at public 2-year institutions

AGENDA ITEM SUMMARY

AGENDA ITEM

Higher Education Related Activities with Other Organizations
Coordinating Board for Higher Education
February 19, 2004

DESCRIPTION

Background

JOBS NOW

In his State of the State address on January 21, 2004, Governor Bob Holden announced a plan aimed at accelerating the economic recovery already underway in Missouri. Emphasizing job creation in all regions of the state, JOBS NOW would target investments toward critical infrastructure needs such as water systems, public buildings, broadband telecommunications, and research facilities.

The JOBS NOW proposal seeks to build upon Missouri's advantages as an emerging leader in the life and plant sciences frontier. JOBS NOW investments would focus on encouraging the growth of these companies and attracting additional life science businesses to the state through the establishment of the Life Science Research District Program (LSRDP). The CBHE would be charged with approval of these life science district boundaries, from which additional tax revenue would be collected and returned to the public college or university within the district. This tax revenue would be earmarked for use toward eligible life science related infrastructure and support programs at the receiving institution.

Another component of this initiative seeks to enhance job-training opportunities through three key changes in the Community College New Jobs Training Program laws. These changes include allowing two or more community colleges to arrange pooled bond issuance, raising the debt ceiling allowance for bond issuance, and by giving priority funding companies to join together in application for training funds where common training needs can be met.

The JOBS NOW program recognizes the importance of a long-term investment in Missouri's intellectual capital. Learning beyond high school is critical to the well-being of the state's citizens, as well as the state's economy. Toward this end, JOBS NOW references the recent \$200 million of tax-exempt bond funding to MOHELA, which will commit to providing over \$5 million in scholarship funding for students pursuing degrees in math and science. Any loan could have a year-for-year forgiveness provision for graduates maintaining employment with a Missouri life sciences-related company.

Coordinating Board for Higher Education
February 19, 2004

JOBS NOW emphasizes a collaborative approach, involving many agencies and entities, to sustained and long-term job creation and economic growth for the state's economy. Mr. Kelvin Simmons, Director of the Missouri Department of Economic Development (DED) will attend the February 19, 2004 CBHE meeting and will provide a brief overview of the JOBS NOW program, as well as additional information relating to other initiatives at DED.

Missouri Higher Education Loan Authority (MOHELA)

The Department of Higher Education (DHE) and MOHELA, the state's designated student loan secondary market, have been working in partnership on various long range planning efforts relating to the GEAR UP scholarship and early awareness and outreach activities. Mr. Michael (Mike) Cummins, Executive Director and CEO, will be on hand at the February 19 CBHE meeting to provide a brief update of activities at MOHELA.

As part of the original GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) state grant proposal DHE would provide matching scholarship funds of approximately \$5 million for students successfully completing the Missouri GEAR UP Program and enrolling in higher education. The U.S. Department of Education (USDE) has sought a strong assurance of Missouri's commitment of these matching funds as originally outlined in the grant proposal. Given the serious implications for both the agency and the students affected by these scholarship funds, DHE began working with MOHELA last fall to explore how they might assist the department in meeting this financial obligation. DHE is pleased that in November 2003, the MOHELA board of directors passed a resolution committing \$5 million to be set aside for the purpose of funding GEAR UP scholarships.

Also in November, DHE and MOHELA took another significant step when MOHELA's board of directors passed a resolution aimed at working toward the common goal of increasing access to and successful participation in higher education. MOHELA has agreed to set aside \$25 million from its reserve funds and work jointly with DHE to use the interest earned on these funds and other funds, as available, to fund early awareness and outreach activities, to provide need-based scholarships to eligible students, as well as to implement other activities such as financial literacy programs.

With the passage of these two resolutions, as well as an additional resolution relating to guarantee fees on loans, DHE and MOHELA are working more collaboratively than ever before. DHE staff and MOHELA staff look forward to future partnership opportunities that will further solidify the working relationship between the two organizations.

Conclusions

The Department of Higher Education continues to work collaboratively and in partnership with many agencies and organizations. The department welcomes additional opportunities for partnerships with the knowledge that it is through such collaborative efforts that the agency can better fulfill the postsecondary educational needs of Missouri's citizens and students.

STATUTORY REFERENCE

Chapter 173.005 through 173.050, RSMo, Coordinating Board for Higher Education

Section 173.350 through 173.360, RSMo, Higher Education Loan Authority

Section 178.892 through 178.896, RSMo, New Jobs Training Program

RECOMMENDED ACTION

This is a discussion item only.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Report of the Commission on the Future of Higher Education
Coordinating Board for Higher Education
February 19, 2004

DESCRIPTION

In March 2003, Governor Holden appointed 29 business, community, education and legislative leaders to the Commission on the Future of Higher Education, and charged them with developing ways to improve preparation for, participation in, and the affordability of postsecondary education. In addition, 12 faculty and academic leaders from two- and four-year institutions were selected by the Governor to serve on the Academic Resource Team, to represent the views of the academic community and to provide policy assistance, as needed, to the Commission. Over the course of four meetings during 2003, Commission members were presented with background information, data, and analyses related to key educational issues in Missouri and nationally. Based on this information, the Commission outlined 10 recommendations in its final report, issued December 31, 2003.

Background

Chaired by R. Crosby Kemper III, the Commission on the Future of Higher Education held four meetings throughout 2003, beginning with an organizational meeting on April 14 in Jefferson City.

At the second meeting in Kansas City on June 17, data on a number of education and education-related measures were presented by the National Collaborative for Postsecondary Policy¹. In addition, Commission members participated in a facilitated exercise to identify priority outcomes on which to focus. The Commission's five priorities include:

- Increasing the number of institutions assessing value-added learning, building upon models in which Missouri is already a leader;
- Increasing the number of high school graduates taking the CBHE-recommended 16-unit or ACT core curriculum;
- Increasing public awareness and support of higher education;
- Increasing financial aid for qualified student from low- or middle-income families; and
- Increasing the benefits resulting from increasing the percentage of the population holding a bachelor's degree.

¹The three nationally recognized organizations comprising the Collaborative, the Education Commission of the States, the National Center for Public Policy and Higher Education, and the National Center for Higher Education Management Systems, provided technical assistance and policy guidance to the Commission throughout 2003.

During its third meeting in St. Louis on August 26, Commission members were provided with summary information based on meetings the Collaborative staff held in late July 2003 across the state with individuals and with small groups of educational, community, business, and legislative representatives. The information presented by the Collaborative summarized what was learned about existing educational policies and the factors and practices that help promote or conversely hinder the effectiveness of these policies. Also at the third meeting the Commission heard comments from the Academic Resource Team, which stressed the complex and long-term nature of any proposed solutions.

At its final meeting in Jefferson City on November 10, the Commission heard the draft recommendations presented by the Collaborative, and presentations from Dr. Kent King, Missouri Commissioner of Education, and Mr. Joe Driskill, Director of the Missouri Department of Economic Development. Both presented information highlighting the links between K-12 and higher education, and higher education and between economic development. In addition, Chair Kemper presented data analyses and recommendations to the Commission.

Preparation, Participation, Performance, and Implementation Strategies emerged as the key themes on which to focus final recommendations. These themes are reflected in each of the ten Commission recommendations and are consistent with the five priority outcomes identified by the Commission during its June 17 meeting. A brief summary of each Commission recommendation follows:

In the area of preparation, the Commission's three recommendations relate to strengthening the preparation levels of students and deal with both the student learning and teacher quality aspects of preparation. Three recommendations calling for increased rigor in the high school core curricula and an increase in the number of high schools offering core curricula; aligning K-12 curricula with employer needs and postsecondary expectations; and providing incentives and professional recognition, as well as raising standards for teacher graduation, to promote teacher quality, were outlined.

In the area of participation, the Commission was provided with information about the economic benefits that derive from successfully participating in higher education, about the increasing percentage of family income, especially among low-income families, that college costs require, about the importance of affordability in promoting participation, and about the uniqueness of regional needs across the state. Based on this information and its discussions, the Commission outlined two recommendations to address the need for increased participation. These recommendations call for simplifying financial aid and channeling state aid into two programs: one merit-based and one merit- and need-based; and aligning regional public two- and four-year institutions into formal partnerships to respond collaboratively to regional needs.

In the area of performance, the Commission developed three recommendations for promoting system-wide and institutional quality improvements. These include measuring value-added learning; providing incentives for institutional quality improvements; and promoting research, technology, and technology-related training.

Finally, in the area of implementation strategies, the Commission focused on ways to help ensure that its recommendations are implemented and thereby have an impact on strengthening and improving higher education in Missouri. Two implementation recommendations were outlined, and include establishing a private-sector alliance to promote awareness of and improvements in the benefits of higher education, and greater investment in the state's higher education system; and establishing through an executive order issued by the Governor an action-oriented education leadership task force to explore issues requiring further development than the timeframe of the Commission allowed. The Commission recommends that the task force consider governance issues, including examining the merits of coordinating and/or consolidating education agencies, and determining appropriate funding and other resource requirements necessary to achieve Commission priorities.

Conclusions

The 10 recommendations outlined in the Commission report heavily emphasize the importance of adequate preparation for postsecondary participation and increasing successful participation in higher education through collaboration within and across educational sectors, state agencies and departments. In addition, the Commission report recognizes how critical implementation of ideas and recommendations is if we are to accomplish more than merely "studying the problem." The final two recommendations in the Commission report specify strategies for helping to ensure that effective implementation occurs.

STATUTORY REFERENCE

Sections 173.500 through 173.750, RSMo.

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education acknowledge the contributions of the members of the Commission on the Future of Higher Education, by expressing sincere gratitude to the Commission members and Academic Resource Team members for their dedication and service to the state by recommending ways to improve the performance of Missouri's system of higher education. It is further recommended that the Coordinating Board direct the Commissioner of Higher Education to support efforts designed to implement the recommendations of the Commission report, by working with the Alliance and the Task Force identified in Recommendations 9 and 10 of the Commission report, and by inviting the Commissioner of Education and the Director of the Department of Economic Development to assist, as appropriate, in these efforts.

ATTACHMENT

The Commission on the Future of Higher Education Report

Coordinating Board for Higher Education
February 19, 2004

AGENDA ITEM SUMMARY

AGENDA ITEM

Update on Measuring Value-Added Learning Improvement Project
Coordinating Board for Higher Education
February 19, 2004

DESCRIPTION

The Department of Higher Education identified Measuring Value-Added Student Learning as one of its priority second round improvement projects for this fiscal year. The intent of this agenda item is to provide the board with an update on the status of this initiative.

Background

The Malcolm Baldrige quality principles highlight the importance of using systematic data to establish baseline information, to set meaningful target goals and ultimately to improve performance. In focusing on improved performance, no issue is more important to the state's future economic growth than increasing the number of its citizens who complete high quality postsecondary certificate and degree programs. Improved performance by Missouri's colleges and universities in the student learning that occurs on each campus will assure a brighter future for all Missourians.

Assessment of student learning is one strategy utilized by colleges and universities to improve performance. While Missouri's institutions engage in lots of assessment, too often, it is done at point of entry or exit without utilizing a methodology that will allow institutions to determine the amount of learning that actually occurs while in college or to use the results of assessment for continuous improvement of institutional processes that support quality teaching and learning.

The MDHE project on Measuring Value-Added Student Learning is being designed so institutions are better able to demonstrate the amount of educational capital they produce, i.e., the value-added in student learning as the result of spending time on a particular campus. An important aspect of this new initiative will be an emphasis on institutional comparisons with their own past performance rather than comparisons between institutions. Institutions will also be positioned to use the results of value-added assessments to make informed decisions concerning curriculum and budgetary matters.

Recently, RAND's Council for Aid to Education (CAE) began a national value-added assessment initiative for the purpose of creating more credible measures of student learning progress related to major high-order skills common to key objectives of a student's general education curriculum. The CAE approach focuses on the institution (rather than the student) as the unit of analysis. The CAE project is promoting the use of the Collegiate Learning

Coordinating Board for Higher Education
February 19, 2004

Assessment (CLA) instrument, which assesses the quality of undergraduate education by measuring colleges' and universities' impact on student learning. The CAE is interested in building a national database to evaluate the validity of this approach.

The DHE convened a discussion session on September 17, 2003 in Jefferson City with Dr. Roger Benjamin, president of RAND's Council for Aid to Education; Dr. Stephen Klein, senior research associate at RAND; and selected institutional leaders in assessment and research to learn

more about the CAE approach to measuring value-added student learning. As a result of that meeting, several Missouri institutions responded favorably to an invitation from the Commissioner to further explore the potential of a Missouri pilot project associated with CAE.

On February 5, 2004, the DHE will hold a meeting with representatives from all interested public and independent institutions to continue our exploration about a potential pilot project. The attached summary identifies crucial factors associated with a potential Missouri/CAE pilot project. A pilot project will provide Missouri institutions with sufficient data to evaluate the viability of the CLA instrument. With a limited investment between \$1,000 and \$3,000, participating institutions will gain additional data to support continuous improvement in teaching and learning. By expanding and building on ongoing institutional assessment activities, value-added student learning occurring at Missouri colleges and universities and statewide can be demonstrated more fully.

A description of the February 5 meeting on value-added student learning will be provided to the board at its February 19, 2004 meeting in Jefferson City.

Conclusion

Ultimately, DHE hopes to have a consortium of institutions that will participate in a pilot project during Spring 2004. The consortium will also work with DHE staff in identifying the characteristics of a successful pilot, best practices, and next steps in formulating Missouri's assessment policy associated with value-added student learning.

STATUTORY REFERENCE

Section 173.005.2(7), RSMo, CBHE statutory responsibility for gathering data from state-supported institutions

RECOMMENDED ACTION

This is a discussion item only.

ATTACHMENT

Missouri/CAE Pilot Project

Coordinating Board for Higher Education
February 19, 2004

Missouri/CAE Pilot Project

RAND - Nonprofit institution that helps improve policy and decision-making through research and analysis.

Council for Aid to Education (CAE) - Subsidiary of RAND whose mission is to improve higher education quality and access.

Collegiate Learning Assessment (CLA) project – National initiative to assess the quality of undergraduate education by measuring colleges' and universities' impact on student learning.

Context:

Colleges and universities are being challenged to demonstrate the amount of educational capital they produce, i.e., the value-added in student learning as a result of postsecondary education.

Approaches to measuring learning include:

- Actuarial Data
- Ratings of Institutional Quality
- Student Surveys
- Direct Measures of Student Learning

The impact of assessment on continuous improvement on college campuses has not been adequately demonstrated.

The Missouri Department of Higher Education is committed to using consensus-building as a strategy to develop and implement its assessment policy framework, thereby avoiding Draconian mandates.

Benefits

- Missouri's assessment agenda will be informed from results of pilot
- Institutions positioned to use outcomes from pilot to adapt standards or curricular approaches or to better understand the effects of undergraduate programs on student growth
- Outcomes assist institutions in determining which programs or departments provide the greatest return on investment
- Institutions receive individual test scores and an aggregate result
- Institutions receive a number that represents how their performance varies from the expected results
- Top-down mandates are avoided
- Allows for flexibility in adaptation to campus culture
- Project results used to support ongoing research at local, state, and national levels

Financial Commitment

- Actual cost subject to negotiation; may be \$1,000 - \$3,000, depending on number of institutions participating as well as level of service RAND will provide
- Missouri pilot project will be discounted from the national average of \$4,500 per institution for 100 – 200 students

Coordinating Board for Higher Education
February 19, 2004

Other Required Commitments

- Use acceptable procedures for drawing random sample
- Provide rationale for sampling approach used
- Encourage student participation
- Provide computers and proctors

RAND's CAE Value-added Assessment Initiative

- Creates credible measures of student learning outcomes using CLA instrument
- Uses institutions as the unit of analysis
- Supports use of direct measures
- Addresses obstacles associated with student motivation, cost, and comparability across institutions

CLA Instrument

- Utilizes a constructed response format
- Designed as a computerized assessment instrument
- Engages students in two types of tasks
- Includes direct measures of critical thinking, analytic reasoning, and written communication
- Provides immediate feedback through machine scoring
- Establishes potential to use results for diagnostic purposes

Methodology

- Uses a matrix, spiraling approach
- Students randomly assigned tasks without each student having to complete all tasks

Suggested Strategies to Motivate Students

- Letter of invitation to participate signed by president/chancellor
- Provide easy alternatives for response by student, e.g., email, telephone, information desk
- Follow-up phone calls to students who did not respond
- Promote diagnostic tools available to students, campus pride, other non-monetary awards
- Provide payment to students/prize drawings, etc.

Protection to Institutions

- As part of national data base no identifying information referenced by RAND
- Institutions have ownership of data
- Missouri will have option to design protection to institutions

Timelines

- Negotiations with RAND to be completed by mid-February
- Samples chosen late February/early March
- Assessment given sometime in April, May, and/or June
- Window of access determined by Missouri institutions

AGENDA ITEM SUMMARY

AGENDA ITEM

Annual Report of the DHE Proprietary School Program
Coordinating Board for Higher Education
February 19, 2004

DESCRIPTION

The Proprietary School Certification Program fulfills the statutory mandate to establish oversight for a broad range of education institutions and programs operating and/or recruiting students in the state. The intent of this agenda item is to provide the board with an annual update on the activities of the program and changes and trends in this educational sector.

Background

This item includes an overview of the primary issues and challenges relating to the proprietary school certification program, a preliminary data report concerning program statistics and student characteristics, and a directory of schools certified to operate as of January 13, 2004.

As the program adapts its operations to the Missouri Quality Award criteria, the key results of improved access, improved student success, improved quality of academic programs, and improved responsiveness to workforce needs are primary. The data report contains preliminary information about the program's institutional customers, characteristics of students enrolled at certified schools, and graduation and beyond. During FY 2003, 135 institutions were certified to operate a total of 158 instructional locations in the state of Missouri. These schools enrolled more than 65,000 students and more than 23,000 students graduated from programs at all levels in calendar year 2002.

Conclusion

The jurisdiction of this administrative program includes a variety of Missouri and out-of-state institutions, both for-profit and not-for-profit. It is crucial that the board remain informed regarding the institutions operating under the jurisdiction of this program and the characteristics of the students enrolled in this sector.

Several trends and issues facing all of higher education affect the administration of the certification program. Of particular concern are the role of distance and other forms of electronic education delivery, the identification of appropriate indicators of institutional and program quality, and the importance of good consumer information. Despite limited staff, efforts to improve overall program operation, address concerns relating to new and unapproved schools, and provide better public and consumer information remain high.

Coordinating Board for Higher Education
February 19, 2004

STATUTORY REFERENCE

Section 173.600 through 173.618, RSMo, Regulation of Proprietary Schools

RECOMMENDED ACTION

This is a discussion item only.

ATTACHMENTS

Attachment A: Overview of the Proprietary School Certification Program

Attachment B: Preliminary Data: Student Characteristics and Program Profile

Attachment C: Directory of Schools Certified to Operate in Missouri

OVERVIEW

Coordinating Board for Higher Education Proprietary School Certification Program Annual Report for 2003

The Proprietary School Certification Program, in fulfillment of the statutory mandate to establish an oversight program for certain types of postsecondary education institutions, is committed to the achievement of the mission of the Coordinating Board to “*provide the citizens of Missouri with the highest quality postsecondary education system resulting in a thriving economy, and an outstanding quality of life.*” As a unit of the Academic Affairs group, the certification program also strives to contribute to the achievement of the identified mission of that group to “*improve access to and success in quality educational programs so that students and the workforce benefit from a high quality postsecondary education system.*”

Planning Context for the Proprietary School Certification Program

The program’s primary functions support the department’s identified values and key results in the following areas:

Increased participation and success in postsecondary education

- ◆ Development of multiple approaches to assist new and existing schools in understanding and meeting certification standards and implementing quality improvements to the benefit of all students.

Performance and accountability

- ◆ Oversight of the establishment of new postsecondary education institutions and instructional locations in Missouri, including branches and extension sites of institutions based outside of the state.
- ◆ Oversight of the organization and operation of existing educational institutions under the jurisdiction of the statutes regulating proprietary schools.

Responsiveness to the needs of diverse customers

- ◆ Monitoring new and emerging educational institutions and sectors, regardless of their point of origin, to ensure currency of consumer information and protection.
- ◆ Maintaining data resources adequate to support research and public interest in private postsecondary education.
- ◆ Providing access to reports and data designed to ensure informed decisions by educational consumers.

The department’s adoption of the Missouri Quality Award criteria as a management strategy has resulted in the investment of considerable time and energy to focus on products and performance. Although the operation of a program as complex as the

proprietary school certification program involves attention to multiple priorities and results, this report will focus on areas identified as of primary importance.

Key Results

- Improved access (programmatic, geographic, and financial) to postsecondary academic programs
- Improved student success in the pursuit of postsecondary certificates and degree programs
- Improved quality of postsecondary academic programs
- Improved responsiveness to Missouri's workforce needs

This report is divided into two major components. The first highlights the functions of the program and the initiatives and challenges currently constituting the focus of program staff. The second component focuses on the private postsecondary education sector in Missouri, the schools certified to operate by the board and the challenges and opportunities found within that component of the state's education system. This section also contains some insight into the challenges and opportunities school officials face in Missouri.

Current Strategies and Challenges for Proprietary School Certification

In order to make progress on achievement of these key results, the certification program has focused its attention on several existing initiatives and undertaken new activities intended to improve performance. As the agency continues to work to improve its framework for continuous improvement, appropriate benchmarks and measures will be identified in order to assist with the assessment of the success of these initiatives and to provide data to assist in identifying potential areas for additional attention.

Improvements in Program Operation

Certification program staff is constantly engaged in the process of identifying strengths and weaknesses in our current application and institutional review processes. This includes monitoring of problems and errors by schools completing application materials to identify areas requiring refinement and improvement, constant communication with institutional customers to gauge their satisfaction with certification program operations, and exploration of opportunities to streamline department processes and reward institutions that are diligent in maintaining compliance with program requirements and expectations.

As a result of these activities, certification program staff has, over the last several years, converted application and related materials to electronic formats that may be accessed from the department's website and completed electronically. The 2004-2005 recertification cycle is the first for which paper applications were not routinely provided to schools. Although approximately 15 percent of the schools requested a paper application, this step marked a major change in the application process designed to meet

the needs of certified schools. Over the next year, applications for initial certification will be converted to electronic, Internet accessible formats and work will continue on other initiatives to reduce the need for the completion and processing of paper applications and forms.

An additional area under review is the program's responsiveness to institutional customer needs. For example, a quick review and response of proposals by schools to revise existing programs or to add new instructional programs is essential to their business model and responsiveness to employer demands. With the number of such requests increasing sharply in response to workforce shifts and student needs, the certification program developed new materials to assist schools in submitting the needed documentation. By improving the quality of these materials, this has resulted in a more prompt response to the school and the ability of staff to shift attention to the program proposals that require the most oversight.

New and Unapproved Schools

The interest in establishing new educational institutions and training programs continues to be very strong and the department continues to receive a significant number of applications. This includes applications for certification to operate, both for purposes of instructional delivery and for purposes of student recruitment, as well as for exemption from those requirements. In the area of exemption, staff is continuing the effort, begun last year, to update the department records concerning exempt institutions and implement a more comprehensive approach to this aspect of the program. In the past, once an exemption was granted, there has been no routine follow-up information concerning the institutions evolving scope of operations and continued eligibility for exemption. Updating of the program's database of exempt institutions is proceeding as planned. Follow-up with the institutions to verify continued compliance with exemption criteria will then be initiated. The final step in the process will be the development of appropriate public documents to assist the public in making informed choices regarding attendance at these institutions.

The tasks related to consideration of applications to establish new institutions consume substantial program resources. Because of the nature of these applications, considerable staff time is often necessary to provide technical assistance to school officials in order to facilitate an understanding of the certification standards and the completion of the application materials. Once the application is submitted, the department staff undertakes a rigorous and comprehensive review of the application materials and the overall proposal for school operation. For some types of schools, such as those proposing degree programs as part of the initial application, the utilization of external consultants is required in order to ensure proposals receive a fair and unbiased evaluation. Even after the school has completed the application process and is certified to operate, the department focuses additional resources on new schools through site-visits and technical assistance opportunities to ensure the educational operation is consistent with the original proposal and to avoid problems unanticipated by the school or the department.

As a final note in this area of focus, the certification program staff is attempting to identify and work with schools that are operating without complying with the statutory requirement to seek certification to operate or exemption from the certification requirements. A number of schools operate at the fringe of the certification requirements and remain elusive or, in some instances, deceptive in their dealings with the department. Over the past year, we have begun the process of contacting these institutions for purposes of reviewing their institutions to ensure compliance with statutory and regulatory standards for operation. While we have experienced some success, continued attention will be necessary to see substantive benefits from this effort, even though it will require considerable staff resources relative to the number of institutions involved.

Public/Consumer Information

While the fundamental basis for the certification program is consumer protection through compliance with certification standards, success in ensuring Missouri citizens' needs for postsecondary education are met requires a dynamic and comprehensive consumer information effort. This requires that the certification program make available the best possible data and other information about private postsecondary education for students and other higher education constituencies. Based on an ongoing review by certification program staff, and in response to feedback from our institutional customers, both printed and electronic resources continue to be identified for revision. In addition, there is an ongoing focus on determining areas for which new information is needed.

Certification program staff also considers it a critical responsibility to provide good consumer information about the expanding array of educational opportunities available from institutions that are not a part of the certification program. As part of the overhaul of the department's Internet site, certification program staff are developing additional materials to assist citizens in understanding the nature of this issue, how to assess and avoid unnecessary risks related to degrees conferred by certain types of institutions, and accessing existing resources designed to assist individuals in making good educational choices.

Without a doubt, the Internet has profoundly altered the way in which much of our society gathers, organizes, and interprets the information and services it needs, including education and training. For example, based on National Center for Education Statistics reports, nearly three million individuals were enrolled in distance education courses in 2000-2001, an increase of more than 100 percent since 1997-1998. Not including courses offered by private vocational schools, more than 118,000 courses were available by distance education in 2001-2002, with 56 percent of two- and four-year institutions offering at least one such course. Add to this mix the myriad of organizations of unknown background or quality offering degrees and related services on-line and it becomes clear how important it is to provide assistance to state residents in making well-informed decisions regarding institutions both from within the state of Missouri as well as those beyond our jurisdiction.

Challenges and Opportunities for the Proprietary Sector

Just as the certification program is striving to make continuous improvements, the private postsecondary education system in the state is continuously identifying opportunities and challenges as they strive to serve the education and training needs of Missouri citizens and employers.

Educational and Economic Contribution of Certified Schools

The recent contraction of the state's and nation's economy has created both workforce challenges and educational opportunities for the state's system of higher education. The need to raise the educational expectations and attainment levels of the state's citizens presents a challenge of expanding access to the system and providing an educational environment that will encourage degree completion in order to foster economic growth and expansion. Alternatively, as a state experiencing a large number of workforce dislocations, many of the state's citizens are returning to postsecondary education institutions to improve their existing skills or to gain new skills in demand areas of employment. Private postsecondary education plays a critical role in the accomplishment of both of these objectives. The scope of that role can be seen in the recent enrollment patterns in this sector. Enrollment at certified schools has grown continuously during this period, with a seven percent increase in 2002. Perhaps more important is that the age group experiencing the largest increase, students 35 years of age and above, is one of the foundations of the state's current employment base and one of the most critical groups in refocusing the direction of the state's economy for the future.

Based on these enrollment data, it is clear the state's citizens value the educational opportunities available from this sector. The schools' close relationship with employers, the flexibility of their delivery structure, and direct connection to workforce entry are all factors affecting the confidence shown in this sector of education. This approach, coupled with the unique student culture many of the schools provide, creates an attractive educational experience that meets the needs of many postsecondary students and employers.

Additionally, this sector contributes substantial financial energy directly into the state's economy. Annually, the sector employs nearly 2,900 administrative and instructional staff and expends more than \$275 million into the state's economy. These institutions deliver more than \$150 million in student financial assistance to more than 21,000 students. The schools annually graduate more than 23,000 individuals who are trained and ready to enter the state's workforce. Based on this role, both directly and indirectly, in the economic health of the state, it is critical that this sector continue to be valued as a contributor to the state's workforce training system and partner in the postsecondary educational system.

Changing Nature of School Ownership and Operation

Major shifts have occurred over the last few years in institutional structure and control in private postsecondary education. The movement of schools toward a more diverse and complex array of educational offerings continues. Virtually all accredited schools now offer degree level programs and many are adding additional degree levels, including graduate degrees, to their program mix. This has changed the nature and scope of the educational foundation provided by these schools and changes both their market niche within higher education and the challenges for oversight agencies and educational consumers.

In addition, consolidation within the sector is driving a rapid growth in corporate school ownership, particularly by publicly traded corporations. The impacts of this changing structure are mixed. Certainly, the financial strength and access to capital such corporation command can have a positive impact on school stability and consistency. For certification program staff, this more complex structure often means the employment of different approaches are necessary to ensure the school and its parent corporation are aware of and compliant with program procedures and requirements. The trend toward publicly traded corporations also brings new interest groups to the table as constituencies for these schools. As a consequence, actions by students, accrediting agencies, and state regulatory agencies can have broad reaching impacts on both the stability of the educational organization and on the financial health of the school and its parent corporation. The changes brought on by this relatively new situation require continued attention both by school officials and state and federal agencies.

Seamless and Diverse System of Postsecondary Education

The private postsecondary education sector is a valuable resource within the education system and serves an important niche in the education marketplace. As purely teaching institutions, these schools have a strong student focus. By offering an alternative approach to educational delivery and student support, they provide many first generation postsecondary education students and adult educational consumers with the components they need for educational and workplace success. If Missouri is to be successful in its attempt to broaden and increase the educational attainment of its citizens, it is essential that this resource is utilized as part of a diverse and coordinated system of educational delivery.

Critical to the success of that system is the need to assist students with the transition inherent in moving through the education system and being a life-long learner. Consideration of the inclusion of this sector in efforts to reshape and refocus the state's student financial assistance program is necessary to make this system a reality. Additionally, finding methods to foster an appreciation among all institutions of the common aspects of their educational processes and accreditation standards will improve the ability of students to make the increasingly common transfers among institutions and sectors.

Conclusion

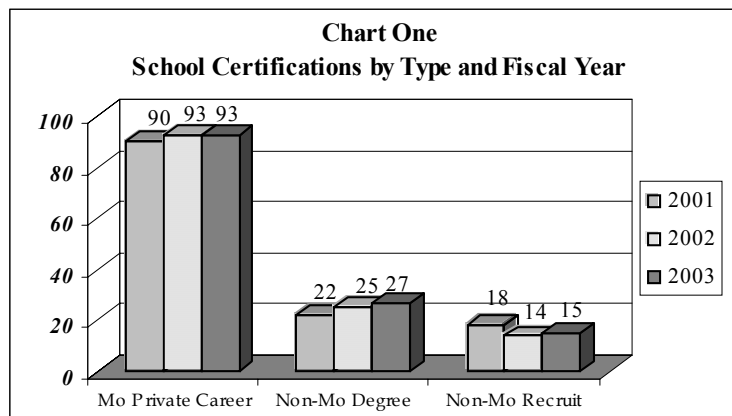
Ultimately, the goal of the activities undertaken as part of the proprietary school certification program is to ensure that private postsecondary education providers are well positioned and capable of fulfilling their missions and assisting in the achievement of the board's agenda for educational change in Missouri. These institutions have a crucial role to play in increasing access to and success in postsecondary education, improving system performance, and meeting the needs of Missouri's employers and workforce training system.

PRELIMINARY DATA STUDENT CHARACTERISTICS AND PROGRAM PROFILE

Program Profile

The Proprietary School Certification Program interacts with a diverse set of institutions. Options for representing this program facet include categorizing schools by the nature of their presence in Missouri or by the nature of their educational delivery.

Chart One provides an overview of the number of certificates of approval issued for the past three fiscal years, with schools categorized by the type of presence maintained in the state. For FY 2003, 120 certificates of approval were issued to Missouri based private career schools and instructional sites of regionally accredited out-of-state institutions. When branch campuses are included, the total number of instructional locations through which these institutions deliver



education is 158. In addition, certificates of approval for the limited purpose of student recruitment in the state were issued to 15 non-Missouri private career schools. While the number of certified schools has been relatively stable in the recent past, the 2003 data reflect the continuation of a growth trend in the number of institutions certified to deliver instruction in the state. It is important to note that the relatively small changes displayed in these aggregated numbers mask the dynamic nature of this sector in which programmatic and institutional shifts are constant.

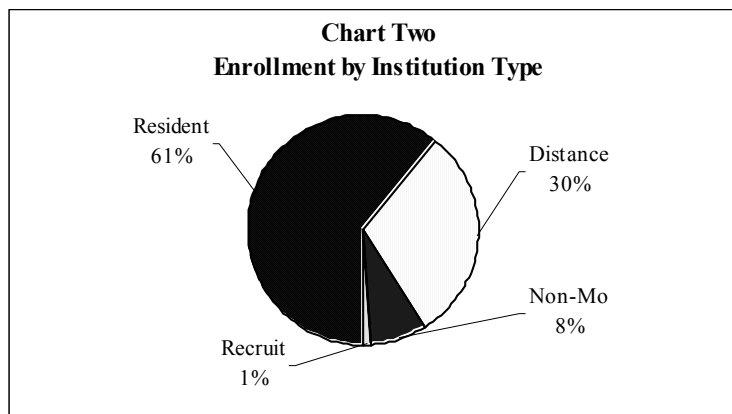


Chart Two displays the enrollment distribution at certified schools by the type of educational delivery system employed. Although both the resident and non-Missouri categories use a classroom delivery model, the non-Missouri enrollment is typically through outreach or branch operations supported from a main campus in another state.

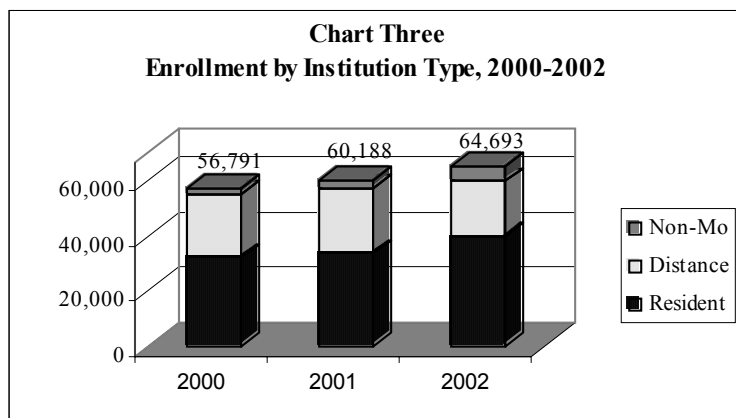


Chart Three displays the three-year trend in enrollment at each type of institution and for Missouri instructional sites in total. For calendar year 2002, total enrollment at those sites increased by 7 percent to 64,693. This figure does not include the 967 students reported by recruit-only schools. Over the three years shown, nearly all of the growth has occurred at institutions based in Missouri (resident).

Student Characteristics

The following four charts report selected characteristics of students enrolled at certified schools during 2002. These data include information from Missouri private career schools and non-Missouri accredited institutions but not correspondence or recruit-only schools.

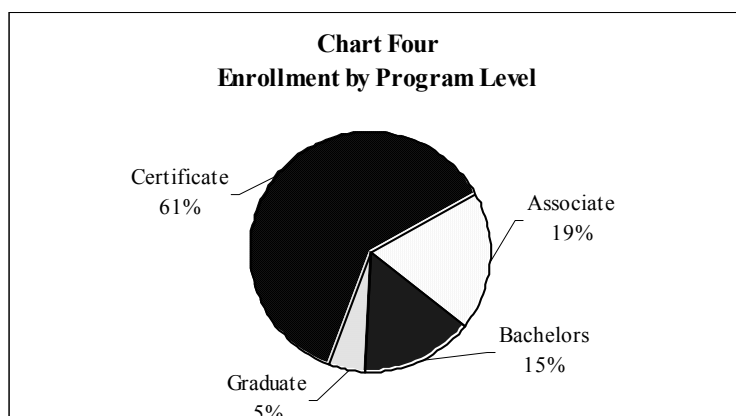


Chart Four demonstrates that a sizeable portion of students at certified schools (39 percent) are enrolled in degree-level programs. This percentage represents a small increase from previous years and represents a continuing trend of increasing enrollment in degree programs at certified schools.

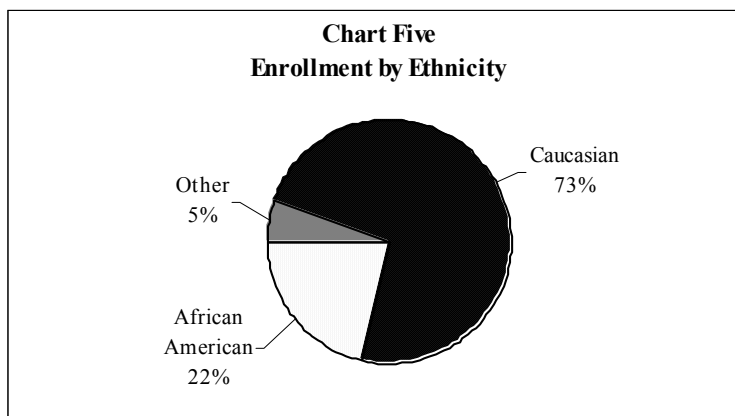


Chart Five illustrates the ethnic diversity of the student body at certified schools, particularly at Missouri private career schools. The “other” category includes Native American, Hispanic, Asian, and Nonresident Alien. This distribution is virtually unchanged from 2001. Minority group enrollment, particularly for African-Americans, continues to be significantly higher at these institutions than the approximately 10 percent found in other Missouri postsecondary education sectors.

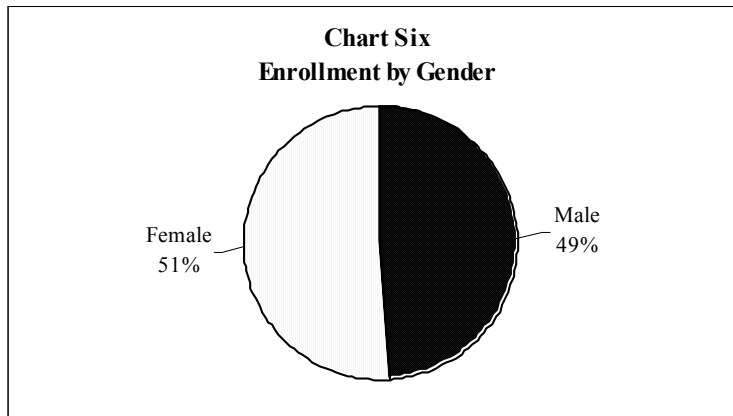


Chart Six displays the enrollment distribution at Missouri private schools by gender. When taken in aggregate, the distribution appears very even and it has been consistently at this level for several years. It is important to note that at the institutional level, there is much more variation, particularly at single purpose institutions.

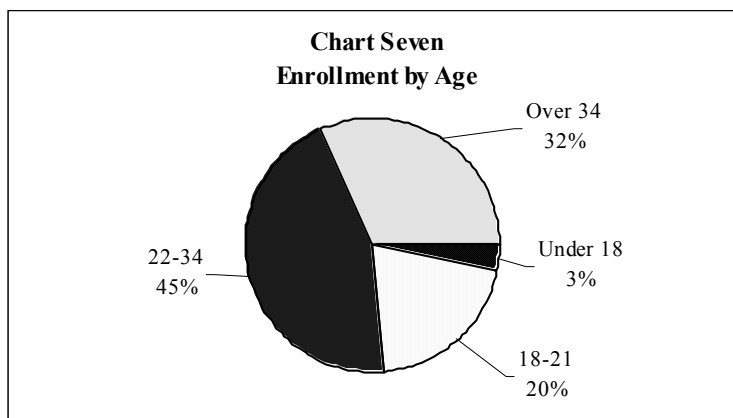


Chart Seven clearly indicates that students enrolled in Missouri private career schools are primarily beyond the traditional age of college attendance. Three out of four are 22 years of age or older and nearly one in three are over 34. Many of these students have previous educational experience and most are seeking either career changes or upgrading of skills or knowledge.

Graduation and Beyond

Finally, this summary would not be complete without information regarding the number of students completing programs of instruction and their success in fulfilling their goals for employment or further education. The total number of students that completed an instructional program at certified schools for 2002 was 23,340, a decline of approximately five percent over 2001.

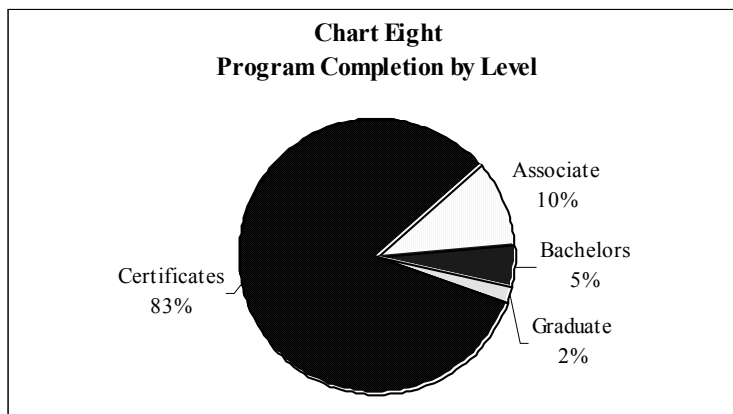


Chart Eight reports the proportion of students that completed programs at various educational levels at certified schools in the state. The chart reflects the increasing percentage of students at certified schools that are engaged in degree level study. The proportion of the total number of graduates receiving undergraduate degrees (associates and bachelors) increased by three percent over 2001.

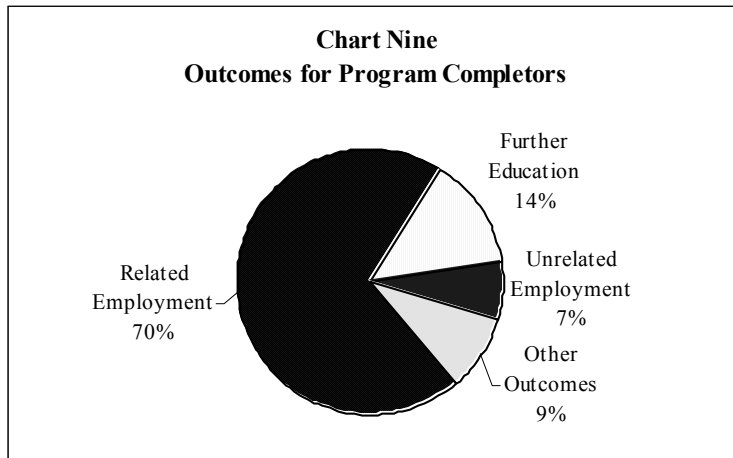


Chart Nine displays the outcomes of students that complete programs of instruction at certified schools. The data used in the development of this chart excludes programs for which employment is not a direct outcome, such as professional development and business establishment programs. Other outcomes include military service, and students that are not available for employment.

**DIRECTORY OF SCHOOLS CERTIFIED TO OPERATE IN MISSOURI
UNDER SECTIONS 173.600 THROUGH 173.619 RSMo,
AS OF JANUARY 13, 2004**

Missouri Department of Higher Education
3515 Amazonas Drive
Jefferson City, Missouri 65109-5717
Telephone: (573) 751-2361
Fax: (573) 751-6635

Web Site: <http://www.dhe.mo.gov/Institutions/propinst.htm>

Missouri Private Career Schools - 2004

A Gathering Place-Wellness Ed. Center

3391 North Highway 67
Florissant, MO 63033 4807
Telephone: (314) 831-4558
Accreditation: None
Main Campus Established: 1999

A Technological Advantage

77 West Port Plaza Dr., Suite 100
St. Louis, MO 63146
Telephone: (314) 469-3933
Accreditation: None
Main Campus Established: 2001

Adlard School of Dental Assisting

12800 East US 40 Highway
Independence, MO 64055
Telephone: (816) 356-1300
Accreditation: None
Main Campus Established: 2001

Advanced Dental Careers

964 Kehrs Mill Road
Ballwin, MO 63011
Telephone: (314) 583-3791
Accreditation: None
Main Campus Established: 2001

Allied College-Branch

1231 Water Tower Place
Arnold, MO 63010
Telephone: (636) 296-8787
Accreditation: ABHES, ADA
Main Campus Established: 1981

American Trade School

9510 Page Avenue
Overland, MO 63132
Telephone: (314) 406-4065
Accreditation: none
Main Campus Established: 2003

A Gathering Place-Wellness Ed. Ctr-Branch

711 Old Ballas Rd., Suite 105
Creve Coeur, MO 63141
Telephone: (314) 567-3314
Accreditation: None
Main Campus Established: 1999

Academy of Bartending

11927 Olive Boulevard
Creve Coeur, MO 63141
Telephone: (314) 994-3000
Accreditation: None
Main Campus Established: 2000

Administration Health Care Institute

201 North Harris
Dexter, MO 63841
Telephone: (573) 624-2415
Accreditation: None
Main Campus Established: 1997

Allied College

500 Northwest Plaza Tower, Suite 400
St. Louis, MO 63074
Telephone: (314) 739-4450
Accreditation: ABHES, ADA
Main Campus Established: 1981

American College of IT

2921 N Belt Highway, Suite M4
Saint Joseph, MO 64506
Telephone: (816) 279-7000
Accreditation: None
Main Campus Established: 2002

American Woodworking Academy

1495 Hoff Industrial Drive
O'Fallon, MO 63366
Telephone: (636) 240-1804
Accreditation: None
Main Campus Established: 1996

Missouri Private Career Schools - 2004

Aviation Institute of Maintenance

3130 Terrace Street
Kansas City, MO 64111
Telephone: (816) 753-9920
Accreditation: None
Main Campus Established: 1978

Barbizon School of Clayton

7525 Forsyth Boulevard
Clayton, MO 63105
Telephone: (314) 863-1141
Accreditation: None
Main Campus Established: 1974

Boston Bartenders School of America

9918A Holmes Road
Kansas City, MO 64131
Telephone: (816) 221-8555
Accreditation: None
Main Campus Established: 2003

Broadcast Center

2360 Hampton Avenue
St. Louis, MO 63139
Telephone: (314) 647-8181
Accreditation: ACCET
Main Campus Established: 1972

Brunswick School of Auctioneering

605 West Broadway
Brunswick, MO 65236
Telephone: (660) 548-3675
Accreditation: None
Main Campus Established: 1988

Bryan College

1700 South Campbell, Suite L
Springfield, MO 65807
Telephone: (417) 862-5700
Accreditation: ACICS
Main Campus Established: 1988

C-1 Truck Driver Training

6395 East State Highway 00
Strafford, MO 65757
Telephone: (417) 831-0500
Accreditation: None
Main Campus Established: 2000

C-1 Truck Driver Training

150 Humboldt Avenue
St. Louis, MO 63147
Telephone: (314) 382-0002
Accreditation: None
Main Campus Established: 2002

Career Alternatives Learning Center

12158 Natural Bridge Rd, Suite 101
Bridgeton, MO 63044
Telephone: (314) 209-1777
Accreditation: None
Main Campus Established: 1994

Cheers Bartending Academy

528 N. Prince Lane
Springfield, MO 65802
Telephone: (417) 864-7335
Accreditation: None
Main Campus Established: 2002

City House Learning Centers

634 N. Grand Boulevard, 12th Floor
St. Louis, MO 63103
Telephone: (314) 535-5112
Accreditation: None
Main Campus Established: 2000

Commercial Driver Training

315 Lynual Street
Sikeston, MO 63801
Telephone: (573) 471-5330
Accreditation: None
Main Campus Established: 1999

Missouri Private Career Schools - 2004

CompUSA Computer Training-Branch

11970 St. Charles Rock Road
Bridgeton, MO 63044
Telephone: (314) 702-6250
Accreditation: None
Main Campus Established: 2003

CompUSA Computer Training-Branch

13924 Manchester Road
Manchester, MO 63011
Telephone: (314) 230-1650
Accreditation: None
Main Campus Established: 2003

CompUSA Technology Training

3614 Lindbergh Boulevard
Sunset Hills, MO 63127
Telephone: (314) 984-3210
Accreditation: None
Main Campus Established: 2003

ComSkill Learning Center of Kansas City

One Ward Parkway, Suite 110
Kansas City, MO 64112
Telephone: (816) 931-2958
Accreditation: None
Main Campus Established: 1995

Concorde Career Institute, Inc.

3239 Broadway
Kansas City, MO 64111
Telephone: (816) 531-5223
Accreditation: ACCSCT
Main Campus Established: 1967

Daruby School

1301 South Florissant Road
St. Louis, MO 63121
Telephone: (314) 522-3699
Accreditation: None
Main Campus Established: 1994

Daruby School-Branch

5931 Swope Parkway
Kansas City, MO 64130
Telephone: (816) 523-6586
Accreditation: None
Main Campus Established: 1994

DeVry University

11224 Holmes Road
Kansas City, MO 64131
Telephone: (816) 941-0430
Accreditation: NC/ABET
Main Campus Established: 1931

Foley-Belsaw Institute

6301 Equitable Road
Kansas City, MO 64120
Telephone: (800) 821-3452
Accreditation: None
Main Campus Established: 1962

Global University

1211 South Glenstone Avenue
Springfield, MO 65804
Telephone: (417) 862-9533
Accreditation: DETC
Main Campus Established: 1985

H & R Block Eastern Tax Service

4400 Main Street
Kansas City, MO 64111
Telephone: (816) 753-6900
Accreditation: None
Main Campus Established: 1966

H & R Block Eastern Tax Service-Branch

1021 Kingsway
Cape Girardeau, MO 63701
Telephone: (573) 334-6059
Accreditation: None
Main Campus Established: 1966

Missouri Private Career Schools - 2004

H & R Block Eastern Tax Service-Branch

2101 West Broadway
Columbia, MO 65203
Telephone: (573) 445-8353
Accreditation: None
Main Campus Established: 1966

H & R Block Eastern Tax Service-Branch

3613 S.Noland Road
Independence, MO 64055
Telephone: (816) 461-6222
Accreditation: None
Main Campus Established: 1966

H & R Block Eastern Tax Service-Branch

5228 NE Chouteau
Kansas City, MO 64119
Telephone: (816) 453-3220
Accreditation: None
Main Campus Established: 1966

H & R Block Eastern Tax Service-Branch

101D East Coates
Moberly, MO 65270
Telephone: (660) 263-7650
Accreditation: None
Main Campus Established: 1966

H & R Block Eastern Tax Service-Branch

2605 N Kansas Expressway
Springfield, MO 65803
Telephone: (417) 865-1243
Accreditation: None
Main Campus Established: 1966

H & R Block Eastern Tax Service-Branch

11280 West Florissant
Florissant, MO 63033
Telephone: (314) 830-9200
Accreditation: None
Main Campus Established: 1966

H & R Block Eastern Tax Service-Branch

110 N Rangeline, Suite 208
Joplin, MO 64801
Telephone: (417) 624-4546
Accreditation: None
Main Campus Established: 1966

H & R Block Eastern Tax Service-Branch

4231 Main Street
Kansas City, MO 64111
Telephone: (816) 531-6400
Accreditation: None
Main Campus Established: 1966

H & R Block Eastern Tax Service-Branch

983 NE Rice Road
Lee's Summit, MO 64086
Telephone: (816) 524-0030
Accreditation: None
Main Campus Established: 1966

H & R Block Eastern Tax Service-Branch

7255 Watson
St. Louis, MO 63119
Telephone: (314) 353-9010
Accreditation: None
Main Campus Established: 1966

H & R Block Eastern Tax Service-Branch

702B South Belt
St. Joseph, MO 64507
Telephone: (816) 279-1040
Accreditation: None
Main Campus Established: 1966

H & R Block Eastern Tax Service-Branch

11980 Dorsett Rd.
Maryland Heights, MO 63043
Telephone: (314) 991-7715
Accreditation: None
Main Campus Established: 1966

Missouri Private Career Schools - 2004

H & R Block Eastern Tax Service-Branch

1225 S. Kirkwood Rd.
Kirkwood, MO 63122
Telephone: (314) 822-2695
Accreditation: None
Main Campus Established: 1966

H & R Block Eastern Tax Service-Branch

2464 West Clay
St. Charles, MO 63301
Telephone: (636) 947-1670
Accreditation: None
Main Campus Established: 1966

H & R Block Eastern Tax Service-Branch

245 South Broadview
Cape Girardeau, MO 63703
Telephone: (270) 442-4070
Accreditation: None
Main Campus Established: 1966

Heartland Horseshoeing School

327 Southwest 1st Lane
Lamar, MO 64759
Telephone: (417) 682-6896
Accreditation: None
Main Campus Established: 1995

Heritage College

534 East 99th Street
Kansas City, MO 64131
Telephone: (816) 942-5474
Accreditation: ACCSCT
Main Campus Established: 2002

Hickey College

940 Westport Plaza Drive
St. Louis, MO 63146
Telephone: (314) 434-2212
Accreditation: ACICS
Main Campus Established: 1933

High Tech Institute

9001 State Line Road
Kansas City, MO 64114
Telephone: (816) 444-4300
Accreditation: ACCSCT
Main Campus Established: 2002

Hook Up Drivers, Inc.

5465 Highway 43 South
Joplin, MO 64804
Telephone: (417) 781-7180
Accreditation: None
Main Campus Established: 1999

IHM Health Studies Center

2500 Abbott Place
St. Louis, MO 63143 2636
Telephone: (314) 768-1234
Accreditation: ABHES
Main Campus Established: 1968

Image Body and Beauty Institute

1504 North 36th Street
St. Joseph, MO 64506
Telephone: (816) 232-9443
Accreditation: none
Main Campus Established: 2003

International School of Professional Bartending

1617 Main Street, Suite 200
Kansas City, MO 64108
Telephone: (816) 753-3900
Accreditation: None
Main Campus Established: 2002

ITT Technical Institute-Arnold

1930 Meyer Drury Drive
Arnold, MO 63010
Telephone: (636) 464-6600
Accreditation: ACICS
Main Campus Established: 1997

ITT Technical Institute-Earth City

13505 Lakefront Drive
Earth City, MO 63045 1416
Telephone: (314) 298-7800
Accreditation: ACICS
Main Campus Established: 1936

John Robert Powers International

711 Old Frontenac Square
St. Louis, MO 63131
Telephone: (314) 993-3097
Accreditation: None
Main Campus Established: 1988

Kansas City College of Legal Studies

402 East Bannister Road, Suite A
Kansas City, MO 64131
Telephone: (816) 444-2232
Accreditation: ACCSCT
Main Campus Established: 1985

Massage Therapy Training Institute

9140 Ward Parkway, Suite 100
Kansas City, MO 64114
Telephone: (816) 523-9140
Accreditation: None
Main Campus Established: 1988

MERS/Missouri Goodwill Industries-Branch

2545 South Hanley Rd.
St. Louis, MO 63144
Telephone: (314) 647-7453
Accreditation: None
Main Campus Established: 2001

MERS/Missouri Goodwill Industries-Branch

300 Ozark Trail, Suite 208
Ellisville, MO 63011
Telephone: (636) 230-6699
Accreditation: None
Main Campus Established: 2001

Jackson Hewitt Tax School

4200 Blue Ridge Boulevard
Kansas City, MO 64133
Telephone: (816) 743-1040
Accreditation: None
Main Campus Established: 2002

Kansas City Center/Montessori Education

3930 Baltimore Avenue
Kansas City, MO 64111
Telephone: (816) 753-6633
Accreditation: None
Main Campus Established: 1999

Massage Therapy Institute of Missouri

5 South Ninth Street, Suite 205
Columbia, MO 65201
Telephone: (573) 875-7905
Accreditation: None
Main Campus Established: 2001

MERS/Missouri Goodwill Industries

1727 Locust Street
St. Louis, MO 63103
Telephone: (314) 241-3464
Accreditation: None
Main Campus Established: 2001

MERS/Missouri Goodwill Industries-Branch

2747 West Clay, Suites B & C
St. Charles, MO 63301
Telephone: (636) 946-7559
Accreditation: None
Main Campus Established: 2001

MERS/Missouri Goodwill Industries-Branch

1760 New Florissant Road North
Florissant, MO 63033
Telephone: (314) 831-9171
Accreditation: None
Main Campus Established: 2001

Missouri Private Career Schools - 2004

MERS/Missouri Goodwill Industries-Branch

3865 Lemay Ferry Road
St. Louis, MO 63125
Telephone: (314) 845-1922
Accreditation: None
Main Campus Established: 2001

Metro Business College-Branch

1407 Southwest Boulevard
Jefferson City, MO 65109
Telephone: (573) 635-6600
Accreditation: ACICS
Main Campus Established: 1977

Midwest Inst Bodywork & Somatic Therapy

5518 N. Antioch Road
Kansas City, MO 64119
Telephone: (816) 453-3577
Accreditation: None
Main Campus Established: 1998

Midwest Institute-Branch

4260 Shoreline Drive
Earth City, MO 63045
Telephone: (314) 344-4440
Accreditation: ABHES
Main Campus Established: 1965

Missouri Auction School

Holiday Inn-13735 Riverport Drive
Earth City, MO 63045
Telephone: (800) 835-1955
Accreditation: None
Main Campus Established: 1905

Missouri School of Dog Grooming

10236 Page Avenue
St. Louis, MO 63132
Telephone: (314) 428-1700
Accreditation: None
Main Campus Established: 1990

Metro Business College

1732 North Kingshighway
Cape Girardeau, MO 63701
Telephone: (573) 334-9181
Accreditation: ACICS
Main Campus Established: 1977

Metro Business College-Branch

1202 East Highway 72
Rolla, MO 65401
Telephone: (573) 364-8464
Accreditation: ACICS
Main Campus Established: 1977

Midwest Institute

10910 Manchester Road
Kirkwood, MO 63122
Telephone: (314) 965-8363
Accreditation: ABHES
Main Campus Established: 1965

Midwestern Training Center

11842 Missouri Bottom Road
Hazelwood, MO 63042
Telephone: (314) 895-4111
Accreditation: None
Main Campus Established: 1993

Missouri College

10121 Manchester Road
St. Louis, MO 63122 1583
Telephone: (314) 821-7700
Accreditation: ACCSCT
Main Campus Established: 1963

Missouri Tech

1167 Corporate Lake Drive
St. Louis, MO 63132
Telephone: (314) 569-3600
Accreditation: ACCSCT
Main Campus Established: 1932

Missouri Private Career Schools - 2004

Missouri Welding Institute, Inc.
3300 North Industrial Parkway
Nevada, MO 64772
Telephone: (417) 667-5800
Accreditation: None
Main Campus Established: 1994

MVC Computer & Business School
38 Fox Valley Center
Arnold, MO 63010
Telephone: (636) 282-6060
Accreditation: None
Main Campus Established: 1980

New Horizons Computer Learning Center
2345 Millpark Drive
Maryland Height, MO 63043
Telephone: (314) 429-3311
Accreditation: None
Main Campus Established: 1997

New Horizons Computer Learning Center
3330 South National, Suite 800
Springfield, MO 65807
Telephone: (417) 823-7300
Accreditation: None
Main Campus Established: 2001

Nutrition Institute of America
1524 Crystal
Kansas City, MO 64126
Telephone: (800) 978-2674
Accreditation: None
Main Campus Established: 1993

Nu-Way Truck Driver Training Centers
5701 Hall Street
St. Louis, MO 63147
Telephone: (314) 479-5560
Accreditation: none
Main Campus Established: 2003

On-Line Training Center
153 S. Florissant Road
Ferguson, MO 63135
Telephone: (314) 524-6100
Accreditation: None
Main Campus Established: 2002

Orler School of Massage Therapy Technology
2329 South Jackson Street
Joplin, MO 64804
Telephone: (417) 623-7359
Accreditation: None
Main Campus Established: 2002

Patricia Stevens College
330 North Fourth Street-Suite 306
St. Louis, MO 63102 2008
Telephone: (314) 421-0949
Accreditation: ACICS
Main Campus Established: 1947

Petropolis Academy of Pet Grooming
16830 Chesterfield Airport Road
Chesterfield, MO 63005 1404
Telephone: (636) 537-2322
Accreditation: None
Main Campus Established: 1993

Pinnacle Career Institute
15329 Kensington Avenue
Kansas City, MO 64147
Telephone: (816) 331-5700
Accreditation: ACCSCT
Main Campus Established: 1953

Professional Massage Training Center
229 East Commercial
Springfield, MO 65803
Telephone: (417) 863-7682
Accreditation: ACCSCT
Main Campus Established: 1998

Missouri Private Career Schools - 2004

Review of Systems School of Med. Trans.

809 Regency Drive
Kearney, MO 64060
Telephone: (800) 951-5559
Accreditation: None
Main Campus Established: 1997

Saint Louis Center/Montessori Education

610 Kinswood Lane
St. Louis, MO 63129
Telephone: (314) 892-4446
Accreditation: none
Main Campus Established: 2002

Sanford-Brown College

1203 Smizer Mill Road
Fenton, MO 63026
Telephone: (636) 349-4900
Accreditation: ACICS, ABHES
Main Campus Established: 1866

Sanford-Brown College-Branch

3555 Franks Drive
St. Charles, MO 63301
Telephone: (636) 949-2620
Accreditation: ACICS, ABHES
Main Campus Established: 1866

Sanford-Brown College-Branch

75 Village Square
Hazelwood, MO 63042
Telephone: (314) 731-5200
Accreditation: ACICS, ABHES
Main Campus Established: 1866

Sanford-Brown College-Branch

520 East 19th Avenue
North Kansas City, MO 64116
Telephone: (816) 472-7400
Accreditation: ACICS, ABHES
Main Campus Established: 1866

School of Massage Arts

3322A South Campbell
Springfield, MO 65807
Telephone: (417) 886-0256
Accreditation: None
Main Campus Established: 1998

Security Training Center, Inc.

8128 Gravois
St. Louis, MO 63123
Telephone: (314) 353-5711
Accreditation: None
Main Campus Established: 1988

Southern Missouri Truck Driving School

105 Arnold Boulevard
Malden, MO 63863
Telephone: (888) 276-3860
Accreditation: None
Main Campus Established: 1997

Springfield College

1010 West Sunshine
Springfield, MO 65807
Telephone: (417) 864-7220
Accreditation: ACICS
Main Campus Established: 1976

St. Charles Flying Service

3001 Airport Road
St. Charles, MO 63301
Telephone: (636) 946-6066
Accreditation: None
Main Campus Established: 1968

St. Charles School of Massage Therapy

2440 Executive Dr., Suite 100
St. Charles, MO 63303
Telephone: (636) 498-0777
Accreditation: COMTA
Main Campus Established: 1997

Missouri Private Career Schools - 2004

St. Louis College of Health Careers

909 South Taylor
St. Louis, MO 63110
Telephone: (314) 652-0300
Accreditation: ABHES
Main Campus Established: 1981

St. Louis College/Health Careers-Branch

4044 Butler Hill Road
St. Louis, MO 63129
Telephone: (314) 845-6100
Accreditation: ABHES
Main Campus Established: 1981

Stoddard County Career Learning Center

201 North Harris Drive
Dexter, MO 63841
Telephone: (573) 568-4400
Accreditation: none
Main Campus Established: 2002

Stuppy Mid Amer. School of Floral Design

120 East 12th Avenue
N. Kansas City, MO 64116
Telephone: (816) 842-3071
Accreditation: None
Main Campus Established: 1983

Susanna Wesley Family Learning Center

207 North Washington
East Prairie, MO 63845
Telephone: (573) 649-3731
Accreditation: None
Main Campus Established: 2002

TechSkills

12647 Olive Boulevard, Suite 100
St. Louis, MO 63141
Telephone: (314) 878-1422
Accreditation: None
Main Campus Established: 2000

TelTemps Training Resources, Inc.

5621 Delmar, Suite 109
St. Louis, MO 63112
Telephone: (314) 367-1400
Accreditation: None
Main Campus Established: 1999

The Bartending Institute

2222 Schuetz Road, Suite 211
St. Louis, MO 63146
Telephone: (314) 997-7797
Accreditation: None
Main Campus Established: 1979

The Healing Arts Center

2601 South Big Bend Boulevard
Maplewood, MO 63143
Telephone: (314) 647-8080
Accreditation: None
Main Campus Established: 2000

The New R.T. Coles Vocational Institute

3123 Prospect
Kansas City, MO 64128
Telephone: (816) 921-8300
Accreditation: None
Main Campus Established: 2000

Tom Rose School Dog Training & Grooming

6701 Antire Road
High Ridge, MO 63049
Telephone: (636) 677-3131
Accreditation: None
Main Campus Established: 1992

Travel Career Academy

2652 South Glenstone
Springfield, MO 65804
Telephone: (417) 883-5244
Accreditation: None
Main Campus Established: 2001

Missouri Private Career Schools - 2004

ULTra Academy

1710 The Paseo
Kansas City, MO 64108 9972
Telephone: (816) 471-0550
Accreditation: None
Main Campus Established: 1984

Urban League Business Training Center

3701 Grandel Square
St. Louis, MO 63108
Telephone: (314) 615-3627
Accreditation: None
Main Campus Established: 1988

Vatterott College

3925 Industrial Drive
St. Ann, MO 63074
Telephone: (314) 428-5900
Accreditation: ACCSCT
Main Campus Established: 1989

Vatterott College-Branch

1258 E. Trafficway
Springfield, MO 63127
Telephone: (417) 831-8116
Accreditation: ACCSCT
Main Campus Established: 1989

Vatterott College-Branch

8955 East 38th Terrace
Kansas City, MO 64129
Telephone: (816) 861-1000
Accreditation: ACCSCT
Main Campus Established: 1989

Vatterott College-Branch

5898 North Main Street
Joplin, MO 64801
Telephone: (417) 781-5633
Accreditation: ACCSCT
Main Campus Established: 1989

Vatterott College-Branch

12970 Maurer Industrial Drive
Sunset Hills, MO 63127
Telephone: (314) 843-4200
Accreditation: ACCSCT
Main Campus Established: 1989

Vatterott College-St. Joseph

3131 Frederick Avenue
St. Joseph, MO 64506
Telephone: (816) 364-5399
Accreditation: ACCSCT
Main Campus Established: 1989

Wholistic Life Center School of Massage

Route 1, Box 1783
Washburn, MO 65772
Telephone: (417) 435-2216
Accreditation: None
Main Campus Established: 1999

Witte Truck Driving School

575 Witte Industrial Court
Troy, MO 63379
Telephone: (636) 462-8402
Accreditation: None
Main Campus Established: 2000

Non-Missouri Regionally Accredited Schools - 2004

Baker University

1230 N.E. Windsor Drive
Lee's Summit, MO 64084
Telephone: (913) 491-4432
Accreditation: NC
Missouri Campus Established: 1988

Central Michigan University

10100 Ambassador Drive, Suite 210
Kansas City, MO 64153
Telephone: (816) 505-7100
Accreditation: NC
Missouri Campus Established: 1983

DePaul University

c/o Best Western Inn - 1500 Liberty St.
Perryville, MO 63775
Telephone: (800) 433-7285
Accreditation: NC
Missouri Campus Established: 2003

DeVry University-Downtown KC

1100 Main Street
Kansas City, MO 64105 2112
Telephone: (816) 221-1300
Accreditation: NC
Missouri Campus Established: 1997

DeVry University-Downtown STL

1010 Market Street, Suite 550
St. Louis, MO 63101 2000
Telephone: (314) 588-0066
Accreditation: NC
Missouri Campus Established: 1997

DeVry University-South KC

10401 Holmes Road
Kansas City, MO 64131 3406
Telephone: (816) 941-0367
Accreditation: NC
Missouri Campus Established: 1988

DeVry University-West County STL

1801 Park 270 Drive, Suite 260
St. Louis, MO 63146 4020
Telephone: (314) 542-4222
Accreditation: NC
Missouri Campus Established: 1993

Friends University

3720 Arrowhead Avenue, Suite 215
Independence, MO 64057
Telephone: (816) 795-7872
Accreditation: NC
Missouri Campus Established: 1994

Gallaudet University

800 Florida Avenue, NE
Washington, DC 20002 3695
Telephone: (202) 651-6054
Accreditation: MS
Missouri Campus Established: 1998

Graceland University-Independence

1401 West Truman Road
Independence, MO 64050 3434
Telephone: (816) 833-0524
Accreditation: NC
Missouri Campus Established: 1993

Graceland University-Trenton

1301 Main Street
Trenton, MO 64683 0107
Telephone: (660) 359-2211
Accreditation: NC
Missouri Campus Established: 1994

Lesley University-Blue Springs

2701 NW 1st Street
Blue Springs, MO 64015
Telephone: (816) 628-5724
Accreditation: NE
Missouri Campus Established: 1987

Non-Missouri Regionally Accredited Schools - 2004

Lesley University-Columbia

1208 Locust Street
Columbia, MO 65201
Telephone: (573) 886-2370
Accreditation: NE
Missouri Campus Established: 1994

Lesley University-N. Kansas City

6500 NW Klamm Drive
N Kansas City, MO 64151
Telephone: (816) 741-1511
Accreditation: NE
Missouri Campus Established: 2000

MidAmerica Nazarene University

N.K.C. High School - 620 E. 23rd Avenue
Kansas City, MO 64116
Telephone: (913) 791-3292
Accreditation: NC
Missouri Campus Established: 2002

National American University

4200 Blue Ridge Blvd., Blue Ridge Mall
Kansas City, MO 64133
Telephone: (816) 353-4554
Accreditation: NC
Missouri Campus Established: 1975

National American University-Branch

Whiteman Inn-2340 W. Irish Ln.
Knob Noster, MO 65336
Telephone: (813) 353-4554
Accreditation: NC
Missouri Campus Established: 1975

NOVA Southeastern University-KC

Adams Mark Hotel - 9103 39th Street
Kansas City, MO 64133
Telephone: (954) 262-8530
Accreditation: SA
Missouri Campus Established: 1994

NOVA Southeastern University-Springfield

Holiday Inn North - 2720 N. Glenstone St
Springfield, MO 65803
Telephone: (954) 262-8530
Accreditation: SA
Missouri Campus Established: 1987

NOVA Southeastern University-STL

St. Louis Marriott, I-70 Lambert Airport
St. Louis, MO 63134
Telephone: (954) 262-8530
Accreditation: SA
Missouri Campus Established: 2001

Olivet Nazarene University

One University Avenue
Bourbonnais, IL 60914 2271
Telephone: (815) 939-5011
Accreditation: NC
Missouri Campus Established: 2002

Ottawa University

1901 NW Blue Parkway
Lee's Summit, MO 64065
Telephone: (913) 451-1431
Accreditation: NC
Missouri Campus Established: 2003

Ottawa University Kansas City

Truman H.S. - 3301 S. Nolan Road
Independence, MO 64055
Telephone: (913) 451-1431
Accreditation: NC
Missouri Campus Established: 2001

Pittsburg State University

1701 South Broadway
Pittsburg, KS 66762
Telephone: (620) 235-4176
Accreditation: NC, ABET, CACREP
Missouri Campus Established: 1983

Non-Missouri Regionally Accredited Schools - 2004

Southern Illinois University-NIMA

3200 South Second Street
St. Louis, MO 63118 3399
Telephone: (618) 536-3388
Accreditation: NC
Missouri Campus Established: 2001

University of Phoenix Online Campus

4615 East Elwood Street
Phoenix, AZ 85040
Telephone: (800) 366-9699
Accreditation: NC
Missouri Campus Established: 2003

University of Phoenix-Kansas City

901 East 104th St., Bldg. B, Suite 301
Kansas City, MO 64131
Telephone: (816) 943-9600
Accreditation: NC
Missouri Campus Established: 2000

University of Phoenix-St. Louis

13801 Riverport Drive
St. Louis, MO 63043
Telephone: (888) 326-7737
Accreditation: NC
Missouri Campus Established: 2000

University of St. Francis

13190 South Outer 40 Road
Chesterfield, MO 63017
Telephone: (866) 890-8353
Accreditation: NC
Missouri Campus Established: 1987

At-Home Professions

2001 Lowe Street
Fort Collins, CO 80525
Telephone: (970) 225-6300
Accreditation: None
Year Established: 2001

C1 Professional Training Center

3603 East Raymond Street
Indianapolis, IN 46203
Telephone: (317) 791-2900
Accreditation: None
Year Established: 1994

Clinton Technical Institute

2844 West Deer Valley Drive
Phoenix, AZ 85027
Telephone: (623) 869-9644
Accreditation: ACCSCT
Year Established: 1977

Clinton Technical Institute-Branch

9751 Delegates Drive
Orlando, FL 32837
Telephone: (407) 240-2422
Accreditation: ACCSCT
Year Established: 1977

DeVry University-AZ

2149 West Dunlap Avenue
Phoenix, AZ 85021 2995
Telephone: (602) 870-9222
Accreditation: NC, ABET
Year Established: 1994

High-Tech Institute

1515 East Indian School Road
Phoenix, AZ 85014 4973
Telephone: (602) 279-9700
Accreditation: ACCSCT
Year Established: 1965

Lincoln Technical Institute

1201 Stadium Drive
Indianapolis, IN 46202
Telephone: (317) 632-5553
Accreditation: ACCSCT
Year Established: 1961

NASCAR Technical Institute-Branch

220 Byers Creek Road
 Mooresville, NC 28117
Telephone: (704) 658-1952
Accreditation: ACCSCT
Year Established: 1965

Nashville Auto Diesel College, Inc.

1524 Gallatin Road
Nashville, TN 37206
Telephone: (615) 226-3990
Accreditation: ACCSCT
Year Established: 1919

Paducah Technical College

509 South 30th Street
Paducah, KY 42001
Telephone: (270) 444-9676
Accreditation: ACCSCT
Year Established: 1964

Spartan School of Aeronautics

8820 East Pine Street
Tulsa, OK 74158 2833
Telephone: (918) 836-6886
Accreditation: ACCSCT
Year Established: 1928

Tulsa Welding School

2545 East 11th Street
Tulsa, OK 74104 3909
Telephone: (800) 331-2934
Accreditation: ACCSCT
Year Established: 2003

Non-Missouri Private Career Schools (Recruit Only) - 2004

Universal Technical Institute-AZ

3121 West Weldon Avenue
Phoenix, AZ 85017
Telephone: (602) 264-4164
Accreditation: ACCSCT
Year Established: 1965

Universal Technical Institute-IL

601 Regency Drive
Glendale Hgts., IL 60139
Telephone: (603) 529-2662
Accreditation: ACCSCT
Year Established: 1988

Universal Technical Institute-TX

721 Lockhaven Drive
Houston, TX 77073
Telephone: (281) 443-6262
Accreditation: ACCSCT
Year Established: 1983

Westwood College of Aviation Technology

10851 West 120th Avenue
Broomfield, CO 80021
Telephone: (303) 466-7383
Accreditation: ACCSCT
Year Established: 1999

Westwood College of Technology

7350 North Broadway
Denver, CO 80221
Telephone: (303) 426-7000
Accreditation: ACCSCT
Year Established: 2002

Wyoming Technical Institute

4373 North 3rd
Laramie, WY 82072
Telephone: (307) 742-3776
Accreditation: ACCSCT
Year Established: 1966

Wyoming Technical Institute-Branch

500 Innovation Drive
Blairsville, PA 15717
Telephone: (724) 459-9500
Accreditation: ACCSCT
Year Established: 1966

INFORMATION ITEMS

Tab

- 1 Distribution of Community College Funds
- 2 Upcoming Election for Proposed Junior College District of Lake of the Ozarks
- 3 Update on Issues Relating to Lincoln University and State Fair Community College
- 4 Academic Program Actions
- 5 Proprietary School Certification Actions and Reviews
- 6 Distribution of the Cycle-2 Department of Higher Education (DHE) Improving Teacher Quality Funds for Professional Development

AGENDA ITEM SUMMARY

AGENDA ITEM

Distribution of Community College Funds
Coordinating Board for Higher Education
February 19, 2004

DESCRIPTION

The process for making state aid payments to the community colleges in FY 2004 will be made monthly. All FY 2004 state aid appropriations are subject to a 3 percent governor's reserve. State aid withholdings of \$2,948,740 in general revenue funds and \$563,225 in lottery funds took effect July 2, 2003. In December, \$1,252,402 in general revenue withholdings were released. In February, \$563,225 in lottery fund withholdings were released.

The payment schedule for December 2003 through February 2004 state aid distributions is summarized below. Maintenance and Repair disbursements have been made through January.

State Aid (excluding M&R) – GR portion	\$ 18,876,108
State Aid – lottery portion	1,208,523
Workforce Preparation – GR portion	3,535,659
Workforce Preparation – lottery portion	323,094
Out-of-District Programs	278,502
Technical Education	4,842,639
Workforce Preparation for TANF Recipients	389,358
Maintenance and Repair	<u>627,313</u>
TOTAL	\$ 30,081,196

In addition, a payment for capital appropriations, pursuant to House Bill 20 (previously House Bill 16), was made in the amount of \$158,692 to St. Louis Community College and \$28,991 to Jefferson College.

The total distribution of state higher education funds to community colleges during this period is \$30,268,879.

STATUTORY REFERENCE

Section 163.191, RSMo

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Upcoming Election for Proposed Junior College District of Lake of the Ozarks
Coordinating Board for Higher Education
February 19, 2004

DESCRIPTION

At its December 4, 2003 meeting, the board ratified its action of November 4, 2003 calling for an election on the questions of (1) establishing a new community college district inclusive of the Camdenton R-III and School of the Osage R-II school districts; and (2) the election of trustees for the proposed district.

Since the December meeting, DHE staff have worked with the County Clerks in Laclede, Miller, Morgan, and Camden counties to place on the April 6, 2004 municipal election ballot two propositions. In addition, public notices were printed in local newspapers advising individuals interested in being elected to the community college board of trustees how to file their declaration of candidacy forms and their financial interest statements.

The first proposition on the ballot is to establish the community college district. The second proposition is to elect trustees for the college should the registered voters of the two school districts vote to establish the new district.

Attached to this agenda item summary is a copy of the Notice of Election and Official Ballot filed with the county clerks on January 21, 2004.

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

Notice of Election and Official Ballot – Junior College District of Lake of the Ozarks, Missouri
(Proposed)

NOTICE OF ELECTION

Notice is hereby given to the qualified voters of the school districts of Camdenton R-III and School of the Osage R-II, that an election will be held on Tuesday, April 6, 2004 to vote on the proposed organization of the Junior College District of Lake of the Ozarks, Missouri and to elect six (6) members for the board of trustees of the proposed district as certified to this office by the Missouri Coordinating Board for Higher Education.

OFFICIAL BALLOT

JUNIOR COLLEGE DISTRICT OF LAKE OF THE OZARKS, MISSOURI (PROPOSED)

MUNICIPAL ELECTION, TUESDAY, APRIL 6, 2004

PROPOSITION ONE.

Shall there be organized within the area comprising the school districts of Camdenton R-III and School of the Osage R-II, state of Missouri, a junior college district for the offering of 13th and 14th year courses, to be known as the "Junior College District of Lake of the Ozarks, Missouri," having the power to impose a property tax not to exceed the annual rate of twenty cents on the one hundred dollars assessed valuation of taxable property without voter approval and such additional taxes as may be approved by vote thereon, as prayed in petition filed with the Coordinating Board for Higher Education at Jefferson City, Missouri, on the Eighth day of September 2003?

YES _____

NO _____

If you are in favor of the question, place an X in the box opposite "YES." If you are opposed to the question, place an X in the box opposite "NO."

PROPOSITION TWO.

To choose by ballot six trustees who shall serve as members of the Board of Trustees of the Junior College District of Lake of the Ozarks, Missouri. The two candidates receiving the greatest number of votes shall be elected for terms of six years each, the two receiving the next greatest number of votes for terms of four years each, and the two receiving the next greatest number of votes for terms of two years each.

_____	William Lawson Culver
_____	M. Renee' Damron
_____	Frank Christensen
_____	Nickie Foster
_____	Dan Gier
_____	John R. Porth
_____	Scott J. Christensen
_____	Ron Calvin
_____	John Walker
_____	Charles F. Huddleston
_____	Herb Johnson

Vote for SIX trustees by placing X's in the squares next to the six names you wish to vote for. If you wish to vote for an individual as a trustee whose name does not appear on the ballot, but who has filed as a write-in candidate, write the name of the individual on the line, if provided, and place an X in the square next to the write-in line, or if no line is provided, cross out a name which appears on the ballot and write the name of the individual above or below the crossed out name and place an X in the square next to the name that has been crossed out.

The polling places for the said election will be:

(INSERT POLLING PLACES)

The said polling places will be open from the hours of 6:00 AM until 7:00 PM, during which time any person properly registered to vote within the proposed district will be given the opportunity to cast their ballot.

Done by Order of the County Clerk of the County of _____, this _____ day of _____, 2004.

AGENDA ITEM SUMMARY

AGENDA ITEM

Update on Issues Relating to Lincoln University and State Fair Community College
Coordinating Board for Higher Education
February 19, 2004

DESCRIPTION

For the past several years State Fair Community College (SFCC) and Lincoln University (LU) have entered into collaborative agreements associated with delivery of technical education programs in Jefferson City. The intent of this board item is to provide an update on the status of the relationship between SFCC and LU.

Background

In response to the Missouri State Plan for Postsecondary Technical Education, SFCC was authorized to offer the following one-year certificate and AAS degree programs in Jefferson City:

- Computer Information Systems Accounting, AAS
- Computer Information Systems Networking, AAS
- Computer Information Systems Programming, AAS
- Computer Information Systems Web Development, AAS
- Industrial Electronics/Electricity Technology, One-year certificate and AAS
- Industrial Maintenance Technology, One-year certificate and AAS

Increased tension between the two institutions occurred as a result of potential overlap, especially in general education course delivery. In February 2002, the Coordinating Board clarified its public policy framework for delivery of technical programs in Jefferson City and approved a framework for reducing tension between Lincoln University and State Fair Community College. Since the February 2002 action of the CBHE, both institutions have expended efforts to work collaboratively. The current agreement between LU and SFCC is effective through the summer session of 2004.

DHE staff met with the presidents of LU and SFCC on December 18, 2003 at the DHE offices, and staff facilitated conversations between the institutions via telephone conferences and correspondence during January 2004. Discussion centered on both institutions' determination that the current agreement is not only an inefficient use of human resources but is also fiscally unsound.

Coordinating Board for Higher Education
February 19, 2004

Future Considerations

Based on concerns about the fiscal viability of operating its Jefferson City site, Dr. Marsha Drennon, president of SFCC advised DHE staff that the college is giving serious consideration to phasing out its Jefferson City programs within the next 12 months. DHE staff contacted the Missouri Training and Employment Council (MTEC) at the Division of Workforce Development to discuss the effects such an event would have on the Jefferson City area. Mr. David Mitchem, Executive Director of MTEC has agreed to provide an analysis of the impact of a potential phase-out on local workforce needs.

Several questions have been raised by legislators and other interested parties about the SFCC/LU relationship and what will occur after the summer 2004 term. The attached statement was agreed to by both presidents LU and SFCC on January 21, 2004. Of particular emphasis is that no decision has yet been made concerning State Fair programs offered in Jefferson City, that currently enrolled students will be protected regardless of what decisions are forthcoming, and that final decisions will be informed by better understanding the needs of the mid Missouri workforce.

Conclusions

SFCC and LU have worked collaboratively to offer Jefferson City area students access to quality technological education. The current agreement between these two institutions, however, has resulted in additional tension and concern about the viability of continuing to offer these programs. State Fair Community College is considering phasing out all of its Jefferson City programs if agreement cannot be reached that would allow the campus to operate with a balanced budget. Both institutions have been encouraged to think creatively about possible ways to meet the needs of Jefferson City area residents and employers.

STATUTORY REFERENCE

Sections 173.005.2(1), 173.005.2(7), and 173.030, RSMo, CBHE new academic program approval

Section 173.020(2), RSMo, Identifying state higher education needs related to students and labor force

Section 173.020(3), RSMo, Developing missions and coordination of resource use

Section 173.030(2), RSMo, Recommending program, facility, and policy changes to institutional boards

Section 173.030(4), RSMo, Funding of off-campus instruction

Section 178.637.2, RSMo, Master plan for advanced technical and vocational training

Section 178.890 RSMo, Funding for external sites

Sections 178.892-178.896, RSMo, and 178.896, RSMo, Establishes Missouri's Community College Job Training Fund

Administrative Rule 6 CSR 10-6.020, adopted in September 1987, Standards for establishing residence centers

Administrative Rule 6 CSR 10-6.030, Funding of off-campus and out-of-district instructional sites

Coordinating Board for Higher Education
February 19, 2004

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

Agreement between Lincoln University and State Fair Community College

January 21, 2004

To the benefit of the citizens of Jefferson City and surrounding areas, State Fair Community College (SFCC) and Lincoln University (Lincoln) have collaboratively delivered six AAS degree programs and two one-year certificate programs in technical subject areas in Jefferson City in recent years. At this time, however, SFCC and Lincoln are exploring whether this collaboration can continue, particularly due to financial constraints, and in what form it will continue in the future. Current agreements will continue through the summer 2004 term. As of January 20, 2004 no decision about beyond summer 2004 has been made.

While the establishment of an Educational Center involving multiple educational providers in Jefferson City is attractive, at this time neither institution has the necessary resources needed to develop this concept.

At this time, the presidents of State Fair Community College and Lincoln University have agreed to the following:

- Decisions about beyond summer 2004 should be made as expeditiously as possible.
- The needs of area citizens and employers should be considered prior to any formal action taken about the future of SFCC programs delivered in Jefferson City.
- Faculty at each institution should be involved in understanding the current challenges and in helping to identify approaches for the future.
- Under any and all conditions, students currently enrolled in SFCC programs in Jefferson City should be protected.
- Each institution should consider current fiscal constraints and the future fiscal impact on the respective institutions as future options in Jefferson City are explored.
- Joint statements will continue to be issued by State Fair Community College and Lincoln University to ensure accurate and timely communication.

Agreed to by Marsha Drennon and David Henson on January 21, 2004.

AGENDA ITEM SUMMARY

AGENDA ITEM

Academic Program Actions
Coordinating Board for Higher Education
February 19, 2004

DESCRIPTION

All program actions that have occurred since the December 4, 2003 Coordinating Board meeting are reported in this information item.

STATUTORY REFERENCE

Sections 173.005.2(1), 173.005.2(7), 173.030(1), and 173.030(2), RSMo, Statutory requirements regarding CBHE approval of new degree programs

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

Academic Program Actions

ACADEMIC PROGRAM ACTIONS

I. Programs Discontinued

No actions of this type have been taken since the last board meeting.

II. Programs and Options Placed on Inactive Status

No actions of this type have been taken since the last board meeting.

III. New Programs Not Approved

No actions of this type have been taken since the last board meeting.

IV. Approved Changes in Academic Programs

Crowder College

Current Programs:

AAS, Industrial Technology
C1, One-Year Certificate in Industrial Technology

Approved Changes: Addition of an option to an existing degree program and to a one-year certificate

Programs as Changed:

AAS, Industrial Technology with an option in
Power Line Distribution Systems
C1, One-Year Certificate in Industrial Technology
Power Line Distribution Systems

Metropolitan Community Colleges – Business & Technology College

Current Program:

AAS, Drafting and Design Technology

Approved Changes: Title change and addition of options to an approved degree program

Program as Changed:

AAS, Computer Aided Drafting and Design Technology, with options in
General
Civil

Central Missouri State University

Current Program:

BS, Broadcasting and Film

Approved Change: Title change

Program as Changed:

BS, Broadcast Media

Missouri Southern State University – Joplin

1. Current Program:

BSE, Secondary Education, with 23 options

Approved Change: Addition of options to approved existing degree

Program as Changed:

BSE, Secondary Education, with 23 options plus 2 more options in
Chemistry
Physics

2. Current Program:

BS, Computer Information Science, with options in
Bioinformatics
Computational Math
Computer Science
Computer Technology (CADD)
Computer Technology (CAMT)
Information Technology
Information Systems

Approved Change: Deletion of options and addition of new options

Program as Changed:

BS, Computer Information Science, with options in
Bioinformatics
Computational Math
Computer Technology (CADD)
Information Technology
Information Systems
Computer Forensics

3. Current Program:
BS, Criminal Justice Administration

Approved Change: Addition of an option to approved existing degree

Program as Changed:
BS, Criminal Justice Administration, with an option in
Computer Forensics

Southeast Missouri State University

- Current Program:
BS, Manufacturing Engineering Technology

Approved Changes: Title change and addition of options

Programs as Changed:
BS, Engineering Technology, with options in
Manufacturing
Electrical and Control

Southwest Missouri State University

1. Current Program:
MS, Resource Planning

Approved Change: Change of degree title change and CIP

Program as Changed:
MS, Geospatial Sciences in Geography and Geology
2. Current Program:
MSED, Secondary Education, with 23 options in
21 options, plus
Industrial Education
Political Science

Approved Change: Deletion of options

Program as Changed:
MSED, Secondary Education, with 21 options

University of Missouri – Columbia

1. Current Program:

MA, Statistics

Approved Change: Addition of option

Program as Changed:

MA, Statistics, with an option in
Biostatistics

2. Current Program:

BS, Soil and Atmospheric Sciences

Approved Changes: Addition of options

Program as Changed:

BS, Soil and Atmospheric Sciences, with options in
Atmospheric Science
Environmental Science
Environmental Soil Science
Soil Resource Management

3. Current Program:

BS, Mathematics

Approved Change: Addition of option

Program as Changed:

BS, Mathematics, with an option in
Mathematical Finance and Insurance

4. Current Program:

BSHES, Human Development and Family Studies

Approved Change: Addition of options

Program as Changed:

BSHES, Human Development and Family Studies, with options in
Child Development and Education
Child Life Specialist
Family and Consumer Sciences Education
Family Studies
General, Human Development and Family Studies
Human Development
General, Human Development and Family Studies and Social Work

5. Current Program:
BA, Interdisciplinary

Approved Change: Addition of options

Program as Changed:
BA, Interdisciplinary, with options in
Black Studies
Peace Studies
Women's and Gender Studies
6. Current Program:
BA, Geography

Approved Change: Addition of options

Program as Changed:
BA, Geography, with options in
General Geography
Geographic Information Sciences
Regional/Cultural
Physical/Environmental
Urban/Population
7. Current Program:
BA, Classics, with options in
Classical Humanities
Greek
Latin

Approved Change: Addition of an option

Program as Changed:
BA, Classics, with options in
Classical Humanities
Greek
Latin
Classical Languages
8. Current Program:
BFS, Forestry

Approved Change: Addition of options

Program as Changed:

BFS, Forestry, with options in
Forest Resource Management
Urban Forestry
Industrial Forest Management
Individualized Studies

9. Current Program:

BS, Agricultural Education

Approved Change: Addition of options

Program as Changed:

BS, Agricultural Education, with options in
Leadership
Teacher Certification

10. Current Program:

BSHES, Consumer and Family Economics

Approved Change: Addition of options

Program as Changed:

BSHES, Consumer and Family Economics, with options in
Personal Financial Management Services
Personal Financial Planning

11. Current Program:

BSCHE, Chemical Engineering

Approved Change: Addition of options

Program as Changed:

BSCHE, Chemical Engineering, with options in
Biochemical
Environmental
Materials

12. Current Program:

BS, Parks, Recreation and Tourism

Approved Change: Addition of options

Program as Changed:

BS, Parks, Recreation and Tourism, with options in
Leisure Service Management
Natural Resource Recreation Management
Tourism Development

13. Current Program:

BA, Theatre

Approved Change: Addition of options

Program as Changed:

BA, Theatre, with options in
Design/Technical
Performance
Playwriting

14. Current Program:

BS, Plant Sciences

Approved Change: Addition of options

Program as Changed:

BS, Plant Sciences, with options in
Plant Breeding, Genetics and Biotechnology
Crop Management
Landscape Horticulture
Ornamental Plant Production and Operations Management
Plant Biology
Plant Protection
Precision Agriculture
Turfgrass Management

15. Current Program:

BSBA, Business Administration (CIP of 520101)

Approved Change: Addition of options

Program as Changed:

BSBA, Business Administration (CIP of 270101), with options in
Economics
International Business – Economics
International Business – Finance
International Business – Management
International Business – Marketing

V. Received and Reviewed Changes in Programs (Independent Colleges and Universities)

No actions of this type have been taken since the last board meeting.

VI. Program Changes Requested and Not Approved

No actions of this type have been taken since the last board meeting.

VII. Programs Withdrawn

No actions of this type have been taken since the last board meeting.

VIII. New Programs Approved

Northwest Missouri State University and Missouri Southern State University-Joplin

MSE, Teaching: Early Childhood Education

MSE, Teaching: Instructional Technology

Approval of these programs is based on the following stipulations:

- Sufficient faculty resources will be available to support these programs
- Students in the region connected to other local institutions will be provided opportunities to benefit from the addition of these two graduate degree offerings

Southeast Missouri State University

BS, Industrial Technology with an option in
Technology

(Plus two program offered at Mineral Area College, Three Rivers Community College, East Central College, St. Louis Community College-Meramec, Sikeston Area Higher Education Center, Crisp Bootheel Education Center, Kennett Area Higher Education Center, and Perryville Area Higher Education Center.)

University of Missouri – Rolla

MS, Biomaterials

ME, Geotechnics

University of Missouri – St. Louis

BS, Biochemistry and Biotechnology

MS, Biochemistry and Biotechnology

IX. New Programs Received and Reviewed (Independent Colleges and Universities)

Evangel University

ME, Secondary Teaching

ME, Educational Leadership

AGENDA ITEM SUMMARY

AGENDA ITEM

Proprietary School Certification Actions and Reviews
Coordinating Board for Higher Education
February 19, 2004

DESCRIPTION

All program actions that have occurred since the December 4, 2003 Coordinating Board meeting are reported in this information item. In addition, the report includes information concerning anticipated actions on applications to establish new postsecondary education institutions and exemptions from the department's certification requirements.

STATUTORY REFERENCE

Sections 173.600 through 173.618, RSMo, Regulation of Proprietary Schools

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

Proprietary School Certification Program Actions and Reviews

Coordinating Board for Higher Education

Proprietary School Certification Program Actions and Reviews

Certificates of Approval Issued (Authorization for Instructional Delivery)

American Trade School
University City, Missouri

American Trade School is a single proprietor, for-profit vocational school with the objective “to qualify the graduate to secure entry-level employment.” The school offers two one-year nondegree level programs to train heating, air conditioning, and refrigeration technicians and electricians. The school is not accredited.

Certificates of Approval Issued (Authorization Only to Recruit Students in Missouri)

Westwood College of Technology
DuPage, Illinois

This for-profit school operates under the corporate ownership of Alta Colleges. Westwood College operates numerous campuses in four states as well as an on-line education division. The school states its mission as providing “quality career-focused technical programs of instruction that give students the knowledge, skills and abilities they need to earn degree, diplomas and certificates and for their subsequent careers.” The school is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS).

Tulsa Welding School
Tulsa, Oklahoma

Tulsa Welding School is a private, for-profit school owned by T.H.E., Incorporate, a holding company incorporated in the state of Delaware. The school has operated in Oklahoma for more than 50 years and states its mission is “to produce world class welders.” The school offers three nondegree and one associate level programs in welding technology. The school is accredited by the Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT).

Applications Pending Approval (Authorization for Instructional Delivery)

Show-Me Welding Academy
Horton, Missouri

This for-profit single proprietor school proposes to offer a single program in structural welding. The school's stated objective is to "develop a skilled craftsman who can not only pass the test but excel in the field as well." The school is not accredited.

Midwest Electronic Training Centers
St. Louis, Missouri

This for-profit school proposal would "provide hands-on training designed to qualify a graduate of the program to work at an entry level in the computer field." The application includes a single 80 week instructional program in computer systems and network technology. This school is not accredited.

Applications Pending Approval (Authorization Only to Recruit Students)

None

Update on Previously Reported Pending Applications

John Thomas College of Naturopathic Medicine
St. Charles, Missouri

This is a proposal to establish a new for-profit institution of higher education in order to provide naturopathic medical education programs. The proposal includes one first professional degree program, a Doctor of Naturopathic Medicine (NMD) degree, and a Pharmacology elective track. Enrollment in the proposed school would be limited to persons with "a professional health care degree and license-eligible or statutorily licensed to diagnose and treat the human body." Coursework would be delivered through classroom work (in a Friday evening through Sunday format), through distance education methods, and through supervised research. This school is not accredited.

Initial report to CBHE: June 2003

Current status: School officials and department staff identified two mutually agreeable external experts to serve as a review team for the institutional proposal. External consultants were utilized in order to provide a more detailed analysis of the programmatic and other aspects of the proposal. The submission of the final report of the review team was submitted in early February. That report will form the basis for the department's response to the applicants and for a final decision on the application for certification to operate.

International University, Inc.
Grandview, Missouri

This not-for-profit corporation operates multiple institutions in the state. Those institutions include the International University, the College of Security, Technology, and Management, the College of Homeland Security, and the International Bible College. Although consideration of the application was originally deferred due to a connection with an exempt institution, recent information indicates these institutions now operate independently. As a consequence, the completion of the application review was initiated. The schools included within this group offer programs in more than 25 subject areas and at all levels from certificate through the doctorate. The school is not accredited.

Initial Report to CBHE: December 2003

Current status: The staff review of the application materials was completed in December and school officials were sent a written review detailing all related findings and requesting revised and supplemental information in each of the 18 areas where major concerns were identified. Based on correspondence from school officials, the review report is under analysis by school officials and department staff is currently awaiting the school's response.

Exemptions Granted

Carondelet Health Clinical Pastoral Education Program
Kansas City, Missouri

This application was seeking to exempt the spiritual education and clinical pastoral education programs offered by Carondelet Health system hospitals in the Kansas City area from certification program requirements. Exemption was granted as "a not for profit religious school that is accredited by the American Association of Bible Colleges, the Association of Theological Schools in the United States and Canada, or a regional accrediting association, such as the North Central Association, which is recognized by the Council on Postsecondary Accreditation and the United States Department of Education."

Language Exchange of Buffalo
Louisburg, Missouri

This for-profit, single proprietor school provides an English as a Second Language (ESL) program that is designed to help students enjoy learning a foreign language directly from a native speaker of that language. Exemption was granted as "a school which offers instruction only in subject areas which are primarily for avocational or recreational purposes as distinct from courses to teach employable, marketable knowledge or skills, which does not advertise occupational objectives, and which does not grant degrees."

Monsanto Family YMCA
St. Louis, Missouri

The not-for-profit YMCA of Greater St. Louis sought exemption of its job readiness training program from certification requirements. Program participants take a career interest survey, learn how to research careers, learn interviewing skills, develop resumes, and learn how to handle job conflict. Exemption was granted as “a school which offers instruction only in subject areas which are primarily for avocational or recreational purposes as distinct from courses to teach employable, marketable knowledge or skills, which does not advertise occupational objectives, and which does not grant degrees.”

Ultimate Technical Academy
St. Peters, Missouri

Ultimate Technical Academy, a for-profit limited liability company, provides specialized training to heating, ventilation, and air condition companies that are members of two national consulting organizations. Training is provided only to current employees, training is provided under contract with the employer, and all education costs are covered by the employer. Exemption was granted as “a course of instruction, study or training program sponsored by an employer for the training and preparation of its own employees.”

Closed Schools

St. Louis Institute of Technology
St. Louis, Missouri

This not-for-profit school, established in 1996, offered a limited range of programs in office skills and allied health subjects. Due to difficulties in finding a suitable school location and adequate funding, school officials recently requested the withdrawal of consideration of their application for recertification, which was currently pending. Although students have not been enrolled at the school for some time, this action will require formal closure. Department staff is working with school officials to ensure all educational records of students that attended the school are adequately preserved.

Westco Tech
Arnold, Missouri

This for-profit school, established in 1988, provided self-paced training programs especially for the drafting and design industry, particularly computer aided drafting (CAD). The school was purchased from its founder in 2002. However, the school has been unable to generate sufficient enrollments to continue operations. Currently enrolled students will be able to complete their training at another area proprietary school and records will be preserved by that school as well.

AGENDA ITEM SUMMARY

AGENDA ITEM

Distribution of the Cycle-2 Department of Higher Education (DHE) Improving Teacher Quality Funds for Professional Development
Coordinating Board for Higher Education
February 19, 2004

DESCRIPTION

The Missouri Department of Higher Education is committed to promoting quality professional development of K-12 teachers. On an annual basis, a competitive grants program funded by the federal government is administered by DHE. The intent of this board item is to provide a summary of the process used and the awards that will be granted this year.

Background

The No Child Left Behind Act, which reauthorized the Elementary and Secondary Education Act of 1965, was signed into law in January 2002. Title II, Part A, of this law, Teacher and Principal Quality Training and Recruiting Fund (hereinafter referred to as the *DHE Improving Teacher Quality Grant*), replaced the *Eisenhower Professional Development Program*. This program provides federal funds for the improvement of instruction in the core subject areas in K-12 schools. The purpose of the Title II program is to provide funds to states in support of:

- increased student academic achievement through such strategies as improving teacher and principal quality and to increase the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools;
- increased accountability for school districts and schools for improvements in student academic achievement; and
- increased numbers of highly qualified K-12 teachers in core academic subjects.

Funds Distribution

The federal FY 2003 authorization level was \$2.92 billion and represents the second year of this funding. These funds were distributed to individual states using a formula based on poverty level (65 percent) and K-12 population (35 percent). For FY 2003, \$51,055,934 was allotted to the state of Missouri. One percent of these funds, or \$510,559, is targeted to be used for administrative purposes. DESE's share equals \$444,186 while the DHE's portion is \$66,373. The remaining non-administrative funds, \$50,545,375, are distributed as follows:

Coordinating Board for Higher Education
February 19, 2004

- 95 percent (\$48,018,106) administered by DESE and distributed by formula to school districts ;
- 2.5 percent (\$1,263,634) administered by DESE for state-level activities including professional development; and
- 2.5 percent (\$1,263,634) administered by DHE for a competitive grant process.

DHE Competitive Grants Program

DESE and DHE staff worked collaboratively in identifying the most pressing needs of K-12 schools. By working together, both agencies are able to ensure that the state's professional development efforts are complimentary and supportive rather than duplicative. With DESE's strong emphasis on improvements in mathematics, DHE decided to utilize its Title II funds to support improvements in science. The DHE Cycle 2 competitive grants program was designed to fund partnerships that address the needs of middle school and high school teachers in three strands of science: Matter and Energy, Force-Motion-Mechanical Energy, and Living Systems. The strands, part of the eight Missouri Curriculum Frameworks in science, were selected because they serve as a foundation for careers in industries targeted for economic growth: advanced manufacturing, information technology, and the life sciences. Furthermore, Missouri's 7th and 10th grade students have generally performed poorly on Missouri Assessment Program (MAP) science test questions related to these strands. Funded projects will also integrate Scientific Inquiry (a fourth strand) and the effective uses of instructional technology into their professional development (PD) activities as well as address the impact of the funded project on higher education.

Fifteen proposals requesting over \$2 million were received. The proposals were reviewed on a merit system by an eight-member panel of scientists and science education professionals from elementary, secondary, and higher education. DHE has awarded \$1,065,388 (including \$115,111 to Missouri Western State College, which is still under negotiation). A list of the awards is attached. A map showing the geographic distribution of counties with K-12 schools and school districts in this program is also attached.

In order to expand geographical coverage of Cycle 2 funds, an additional \$150,000 has been targeted for a second competition, focused on science and specifically aimed at the St. Louis City school district and selected high-need perimeter districts. The successful bidder(s) for these funds are required to have at least 50% of their participants from eligible St. Louis City schools. An electronic version of the RFP can be found online at <http://www.dhe.mo.gov/Acadafsr/titleIISAHE.htm>.

As part of Cycle 2, funds are allocated for research, evaluation, and reporting services on the individual and collective impact of the funded proposals on teacher quality, K-12 student achievement, and the science and education programs of participating higher education institutions. Through a competitive process in which three proposals were received, the DHE awarded \$189,990 to an evaluation team lead by Dr. Sandra Abell at the University of Missouri – Columbia. The final report on the funded projects for Cycle-2 will be issued in Fall 2005.

Conclusions

As a result of receiving federal funds, the DHE continues to foster strong partnerships between Missouri colleges and universities and K-12 schools that assist and encourage improvement in the quality and effectiveness of elementary and secondary education. A thorough evaluation of the Cycle-2 PD projects should not only yield useful information on gains in student performance but should also provide evidence of best teaching practices and related processes that affect student learning.

STATUTORY REFERENCE

Section 173.050(2), RSMo, Statutory requirements regarding the CBHE's authority to receive expend federal funds for educational programs
Public Law 107-110, Title II of the Elementary and Secondary Education Act: The No Child Left Behind Act of 2001

RECOMMENDED ACTION

This is an information item only.

ATTACHMENTS

Attachment A: A listing of the Cycle-2 DHE Improving Teacher Quality Grant awardees
Attachment B: Map showing geographic distribution of K-12 schools participating in Cycle-2 projects.

Cycle-2 DHE Improving Teacher Quality Grant Awardees

Project Director:	Institution:	Project Title:	Award Amount:
Dr. Meera Chandrasekhar	UMC	Summer Physical Science Institute for Middle Level Teachers (6-9)	\$147,111.00
Dr. Sharon Coleman	Southeast Missouri State University	Operation: Science! An Enhancement Approach to Physical Science	\$111,111.00
Dr. Miriam Golomb	UMC	DNA, Disease and Development 2004	\$149,111.00
Dr. Robert Hegarty	Rockhurst University	Constructing an Understanding of Physics – An Inquiry Study in Force, Motion and Mechanical Energy	\$122,611.00
Dr. Martin Johnson	Missouri Western State College	New Paradigms in Science Education: Establishing the St. Joseph Regional Science Learning Community	\$115,111.00*
Dr. Kandiah Manivannan	Southwest Missouri State University	Using Inquiry and Technology-Based Instruction to Improve Teacher Quality in Physical Science	\$130,611.00
Dr. Louis Odom	UMKC	Instructional Technology for Life Science Teachers (ITLST)	\$148,611.00
Dr. Oran Alan Pringle	UMR	Teacher Enhancement in a South-Central Missouri Rural Science Coalition	\$141,111.00

*Award is under negotiation and final amount may change.

